DOCUMENT RESUME

ED 324 644 CS 010 263

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TITLE A Procedure for Using the Technique of the Reading Miscue Inventory as a Remedial Teaching Tool with Adolescents.
PUB DATE Jun 80
NOTE 174p.; Ed.M. Queen's University (Ontario). Some of the case study materials (p.74-149) are barely legible. Appended are two papers by John W. Woodley of Retrospective Miscue Analysis.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Case Studies; Elementary Secondary Education; Foreign Countries; *Miscue Analysis; Reading Attitudes; Reading Improvement; Reading Instruction; *Reading Processes; Reading Research; *Reading Skills
IDENTIFIERS *Reading Miscue Inventory

ABSTRACT

A 3-year project developed a procedure to achieve the objectives of using miscue analysis in the reading program in a way that is economical in time, applicable to more than one student at once, and usable as a teaching tool as well as a diagnostic tool. Three separate trials, in 1975, 1976, and 1977, refined and developed the procedure until it could be used with groups of up to eight students at a time and produce reading improvement. Students were involved in analysis of the tapes after one student had read each day. All eight students were invited to add to the tell-back, and to take part in the discussion of the miscues. Students reported benefits from the procedures even before they had an opportunity to read. Each of them read at least once and took part in the analysis of the other readings. The importance of the students' self-image, and of the tutor's support for positive self-image, did not form part of the original hypothesis but emerged during the trials as a vital aspect of the whole program, inseparable from reading improvement. Conclusions emerging from the three years of project work establish the viability of this procedure as a useful teaching tool, while leaving other questions to be answered in follow-up projects. (Two figures are included and 13 references are attached. Appendixes include transcripts of interviews held with all participants in the 1976 projects and case studies from the 1976 project.) (MG)

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A PROCEDURE FOR USING THE TECHNIQUE OF THE READING MISCUE INVENTORY AS A REMEDIAL TEACHING TOOL WITH ADOLESCENTS

by

Chris M. Worsnop

A project submitted to the
Faculty of Education
in partial fulfillment of the requirements
for the degree of Master of Education

Queen's University
Kingston, Ontario, Canada
June, 1980

CS010263

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ACKNOWLEDGEMENTS

Three years is a long time to pursue a project such as this, and I would not have stuck to it, without the help and encouragement of a number of generous people.

Dr. Ross Latham, my first reading teacher at Queen's, who infected me with his personal enthusiasm for the discipline, is the one who really got this started off. Dr. Hildred Rawson, who used to run the Reading Clinic at OISE, devoted many generous hours to discussions that helped formulate the project. Dr. Yetta Goodman, by showing a personal interest in the project, has lent encouragement to bring it this far, and to continue to find solutions to those questions still left unanswered.

To these, and to others too numerous to name, I owe debts that I can never repay except with my admiration and my thanks.

ABSTRACT

Although the Reading Miscue Inventory is the best available diagnostic tool for teachers working with disabled readers, it is one that is not likely to be much used by them, because of the facts that it can be used with only one student at a time and that it is very time consuming. There is, however, a great need to see miscue theory reflected in reading program in some way that is economical in time, applicable to more than one student at once, and usable as a teaching as well as a diagnostic tool.

This project offers a procedure to achieve these objectives. Three separate trials, in 1975, 76 and 77, have progressively refined and developed the procedure until it can be used with groups of up to eight students at a time, and produce reading improvement.

The importance of the students' self-image, and of the tutor's support for positive self-image, did not form part of the original hypothesis, but emerged during the trials as a vital aspect of the whole program, inseparable from reading improvement.

The conclusions emerging from the three years of project work establish the viability of this procedure as a useful teaching tool, while leaving other questions to be answered in follow-up projects.

CHAPTER 1

INTRODUCTION

1.1 Background

Every senior elementary school and every secondary school in the country has its quota of adolescents and young adults who have severe difficulty in reading. The effects of their reading problems reverberate throughout the school curriculum, and sometimes, throughout the students' life. Suggested remedies are abundant, but often ineffective. Even the remedy suggested in this project may be ineffective for some. However, experience has shown so far that it is very effective for nearly all who are exposed to it.

It must be recognized from the very beginning that the ability to read well, (as opposed to the ability to read enough to be able to find exits, washrooms, telephones, etc.), may not be a necessity in life, but it is a requirement of our educational system. Educational systems rely so heavily upon books and printed information that the student who can not read, or who can not read well enough, becomes an embarrassment to himself and to the system.

The traditional remedy of the situation is to try to change the student, rather than to try to change

the system. The assumption nearly always is that the student has to learn to read, rather than that the system has to learn how not to require reading of all of its students. This assumption, although idealistically faulty, is a realistic one on two counts: First; it is most unlikely that schools are going to be able to shift their emphasis away from print, to oral or graphic or electronic communication. Second; the students in question are very highly aware of their inability to read, and want to do something about it.

On the other hand, many attempts to bring about the desired changes in student reading ability lead only to further frustration, because those attempts are, in the first place, based upon faulty understandings about what the student's problems are, and faulty understandings about what constitutes appropriate remedies. Both of these derive from incomplete understandings of the reading process.

1.2 The Reading Process

Generally speaking, it is possible to divide understandings about how the reading process works into two theories. There is the "structuralist" theory on the one hand, and the "developmentalist" or "psycholinguistic" theory on the other.

The structuralists, taking their lead from

behavioural science, have tried to approach reading from a very scientific point of view. In brief they operate like this.

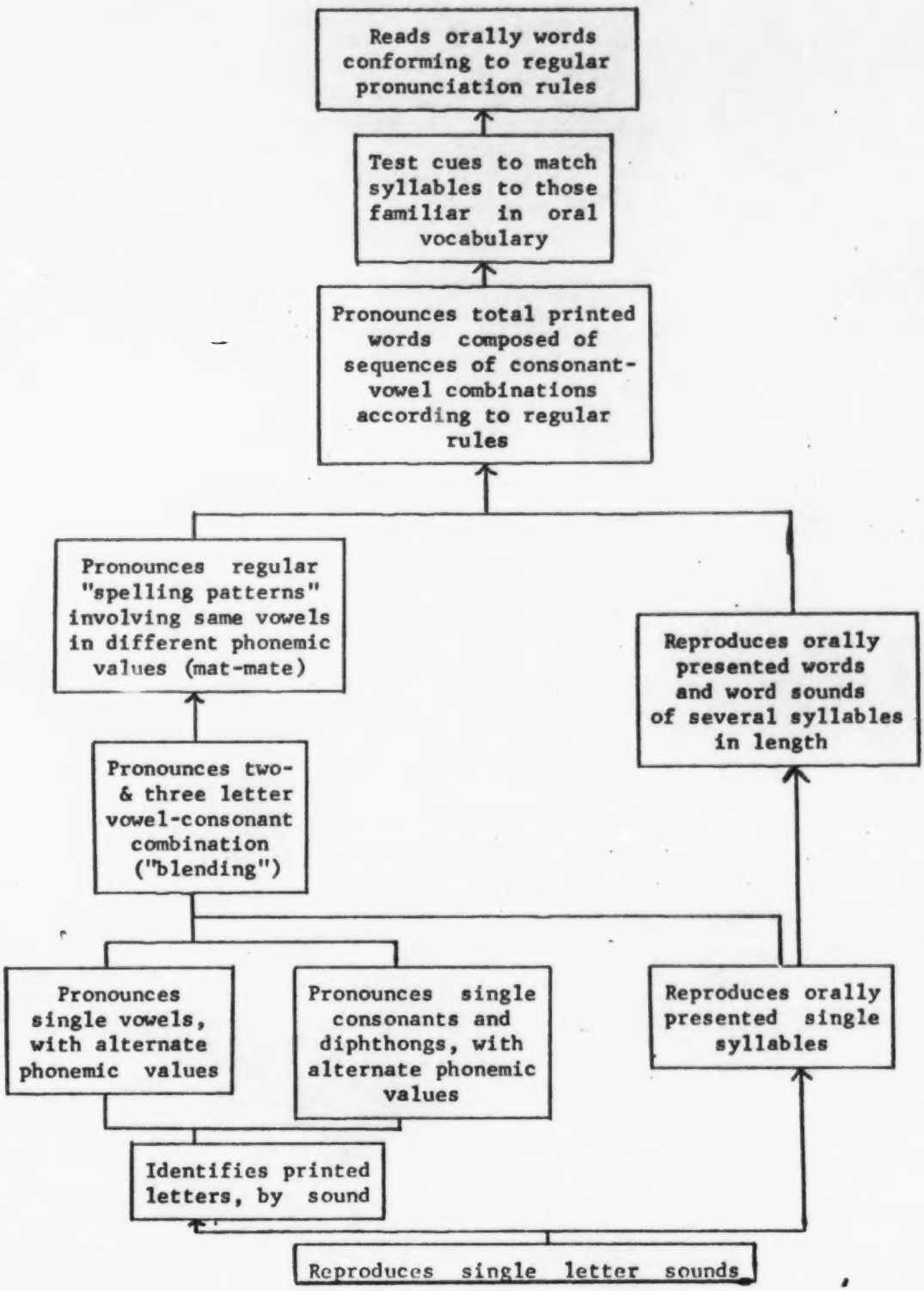
Reading is broken down into its smallest component parts, phonemes (sounds) and graphemes (letters). These parts are then placed into a sequence and the assumption is made that these components in these sequences constitute reading, and that learning to read follows these patterns and sequences. Other areas of learning have proven amenable to this structural approach, and so the same model is imposed upon reading, with some curious results.

Insert Figure 1 About Here

Figure 1 shows Gagne's hierarchy for decoding. Singularly absent from this representation is any reference to meaning. Decoding is assumed to be a process of saying the sounds associated with the letters, and once this is achieved it is assumed that reading has taken place. However, if we refer to the fact that language is only a code used as a medium for meaning in the absence of any more efficient method of communication, it becomes obvious that attention to the code only will not facilitate the communication. The utterance itself

FIGURE 1

GAGNE'S MODEL FOR DECODING



The Conditions of Learning - R.M. Gagne 1970 - Holt, Rinehart & Winston, Inc.

is only one part of the communication. The meaning of the utterance is really the only reason for the existence of the utterance in the first place.

Characteristic also to structural linguistic organizations of language and reading is a basic misinterpretation of the realtionship between the written code and the spoken language. There have been many human languages which have never developed a written code, but none which have developed a written code only. Among those which have developed a written code, not all by any means have developed a phonetic code. However, structural linguistics insists upon looking upon the alphabetic relationships in language in an order that places the letters first. Letters are assumed to make sounds, or to be capable of making a variety of sounds depending upon various circumstances. This is absurd. Codes do not make the language which they represent. They can only represent the language which existed in oral form before the written code was developed. Letters do not make sounds, they represent sounds.

If we analyse language into all of its possible letter-sound relationships we find that there are not twenty-six, but something in excess of three hundred to deal with. (Smith, 1971). If we analyse language into all of its sound-letter relationships we find that there

are about fifty distinct phonemes in the English language and that these phonemes are handled in fewer than a hundred and twenty phoneme-grapheme correspondences. (Rawson, unpublished).

The South West Regional Laboratory in California has produced a beginning reading program based upon structural linguistic assumptions. It attempts to teach a hundred and sixty-six rules and forty-five exceptions for decoding to seven year old children. One of the rules is this. In order to find out how to pronounce the letter "a" when it appears alone at the beginning of a two syllable word, first of all decide if the stress falls on the first or last syllable. If on the first then the "a" is pronounced ā (acorn); if on the last, then it is pronounced ă (above). In other words, in order to be able to pronounce the word, the child has first to pronounce it. (Smith, 1971).

Developmentalists or psycholinguists make a very basic assumption that language exists only as a medium for meaning. The purpose of communication is to convey meaning or to extract meaning, and therefore language use is a question of expressing meaning or of receiving meaning. Given this assumption, psycholinguists tend to pay much less attention to the surface elements of the language, spoken or written, and are much more

interested in discovering the operating procedures of the language, and the processes that people utilize when they use language.

An example may serve to clarify here. Suppose we had many children read aloud the sentence:

"The doctor is taking the bus to work today"

and suppose that two of the children read the sentence in these ways:

i. "The doctor is talking the bus to work today"

ii. "The doctor is catching the bus to work today"

Which one is the better reader?

The structural linguist, with his emphasis on print decoding (surface structure) would have to say that student i. is a better reader than student ii., since student i. has distorted the surface structure of the text by only one letter, whereas student ii. has distorted a whole word. The psycholinguist, on the other hand, does not hesitate to claim that student ii. is by far the better reader, since his sentence retains the meaning (deep structure) of the original, while student i. has generated a sentence that has no probable meaning at all despite its graphic similarity to the text. Student ii., a psycholinguist would claim, could not have said "catch"

for "take" unless he had first read "take" or the meaning of the phrase "take the bus". He is an efficient reader who understands that the purpose of reading is to extract deep structure out of surface structure. Student i. is an inefficient reader who believes that the purpose of reading is to say the words on the page.

It is the question of efficiency which provides the key for the psycholinguistic model of language use. Whereas the behaviourist prefers to look at very unsophisticated models (animals) to build an understanding of language piece by piece from the ground up, the psycholinguist takes just the opposite approach. If you want to know how people use language, then you have to look at people using language to find out. If you want to know about efficient language use, then you have to look at efficient language users. And that is what psycholinguists try to do.

They attempt, by studying models of efficient language use to analyse the features of efficient language usage. They begin with the existing, full-blown whole, and, without taking it apart, observe the features of its operation. They do not assume that they can observe all of the features, but believe that the ones they can observe shed some light on the question of how humans use language, and provide useful yardsticks for people like educators

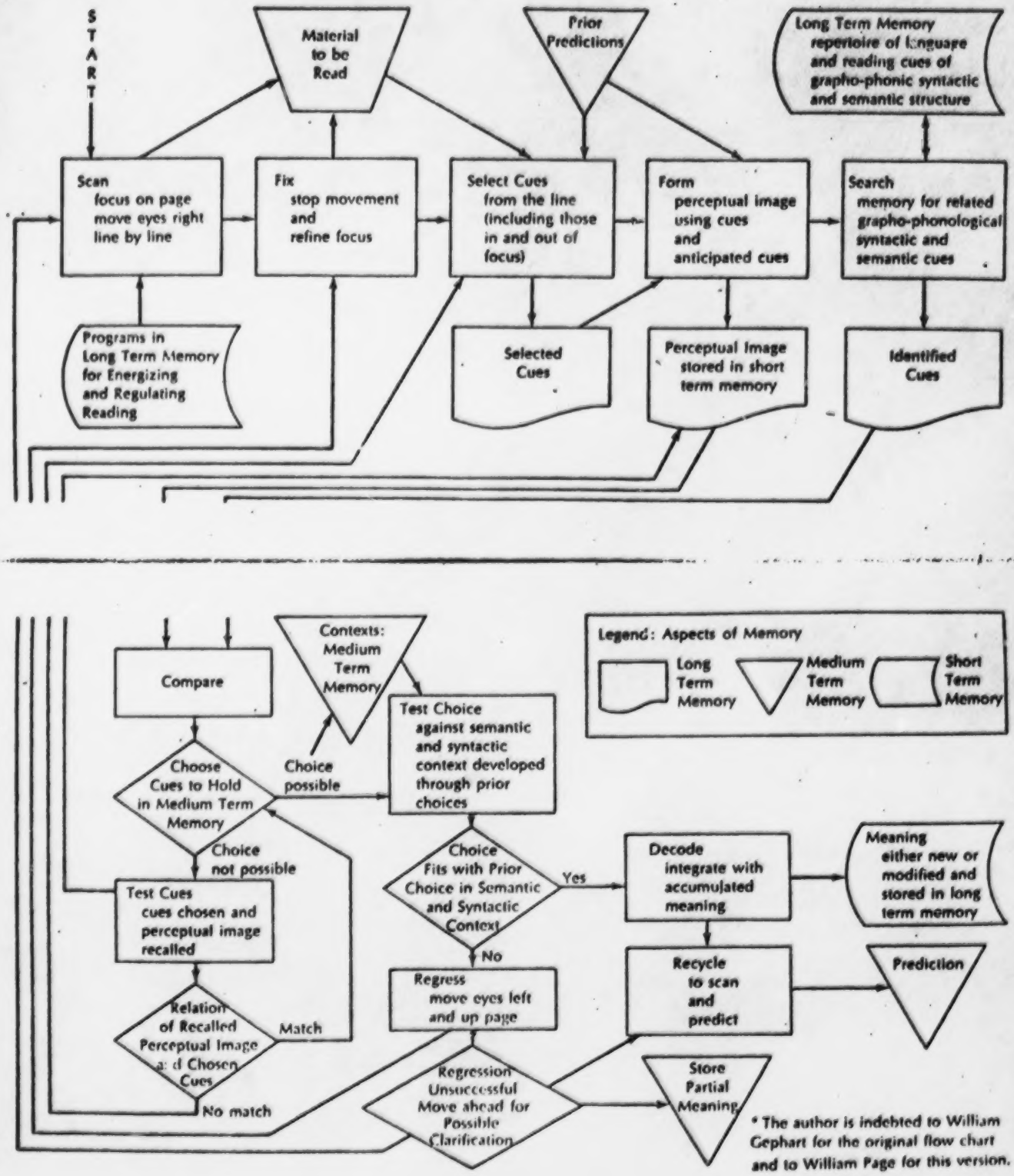
who are in the business of promoting improved language

Insert Figure 2 About Here

Figure 2 represents a psycholinguistic model of language use for reading. It is the counterpart of the structural model in Figure 1. Two comparisons between the two models will serve to establish that the psycholinguists are on a more valid track than the structural linguists.

First of all, a brief look at each model will reveal that the second is far more complicated than the first. This complication arises because Goodman has attempted to display how the brain is involved in the reading process and how the circuitry of the process is full of shunts, feedbacks, short circuits and loops. Gagne's model is completely linear and makes no reference to any such organ as the brain. Gagne appears to be satisfied that the reading process involves only the eyes and the voice. When we are offered such widely differing models for a human operation, our tendency should be to prefer the one that best fits what we know about the human being. We know that human beings tend to prefer to use their brains to solve problems rather than use other means; we know

Figure 2 The Goodman Model of Reading



* The author is indebted to William Gephart for the original flow chart and to William Page for this version.

that human beings tend to prefer to have a variety of avenues open to a solution rather than just one. In short, we know that human beings constantly seek to be efficient problem solvers.

Now, while Gagne's model appears to be much simpler than Goodman's, it is not efficient in the ways described above. The more complex model is more efficient and thus is to be preferred.

The second point of comparison between the two models is very brief. An examination of the end product of each model reveals that Gagne's produces speech and that Goodman's produces meaning. In a way, each produces what it sets out to produce, but once again, it efficiency is the key, we have to prefer a meaning model as being far more efficient than a speech model.

1.3 Problems in Reading Curriculum

Given these two alternative views of the reading process one need only assess existing reading programs, curriculum materials, evaluation materials and remedial strategies in their light to find that much of what goes on in reading classrooms is more influenced by structuralism than it is by psycholinguistics. The whole concept of reading "skills" for instance is often nothing more than another way of expressing the sequential, bit by bit approach to reading of structuralism. Very many textual

materials follow this approach, and nearly all commercially available reading tests take this approach for granted.

Consider, then, the student who is having difficulty reading. For years he has failed to learn to read despite repeated instruction and practice in what are referred to as the "basic skills". The student is given a commercial test, which finds him lacking in these same skills, and so the remedy is to give him more of the same, to compound the failure with another dose of it.

Most standardized tests include, to be sure, a section on comprehension, which emphasizes meaning in reading, but most of these tests also include "vocabulary" and/or "word attack" tests which often present the student with words in isolation, or parts of words in isolation. Exercises of this nature ignore the fact that the purpose of reading is to extract meaning from print. Obviously, words in isolation do not have context. They do not form part of an utterance. It is often difficult to decide if words in isolation are verbs or nouns. Human language does not operate this way.

Scores from all of these sub tests are often combined into a single score, with remedial action often designed to improve the scores. This forces curriculum

to focus even more minutely on the kinds of things contained in the tests. And so it goes.

Assumptions about the reading process become entrenched in curriculum and in tests. Test scores are interpreted, literally, as a measure of an individual's ability to read, and so, in order to improve test scores, the assumptions contained in the test become doubly entrenched in the curriculum.

Yet most people learn to read, and to read well. Smith (1971, 1973, 1975) has an argument that is by now classical, to explain this. He reasons that students have always managed to learn to read, no matter what system of teaching they have been exposed to, and that the only explanation, in view of the variety of "successful" systems, is that children have always succeeded in teaching themselves the important reading "abilities" independently of, or even despite, the instruction they receive.

Yet there always remains a small number of students who fail to become fluent readers. Why is this? Mr. Peter Board, a Phd candidate at OISE, is doing some research in this area, and is finding that in some if not many cases, disabled readers are disabled because they have trusted the instruction they were given. (Board, unpublished) By analysing the miscues of many poor readers, Board found that these readers were consistently

trying to apply the principles that their instruction had told them were important. These students were in trouble, not because they had failed to learn what the programs had to offer, but precisely because they had succeeded too well in learning what their programs had to offer, and had failed to learn the things that were not offered in their programs, but which most other students manage to figure out and learn for themselves.

1.4 Reading Miscue Theory and The Reading Miscue Inventory

It is professor Ken Goodman's theory that readers betray how they are operating as readers by the kinds of errors they make when they are reading. Because Goodman saw reading aloud as a way of responding to a variety of "cues" on the page, he created the term "miscue" to use instead of "error". He identified the kinds of cues that exist for readers as:

i. The semantic cueing system, which consists of contextual meaning

ii. The syntactic cueing system, which consists of contextual grammar

iii. The phono-visual cueing system, which consists of the visual and phonic information contained in the print on the page.

Of these, only the last receives much emphasis in tradi-

tional reading programs, whereas the first two are hierarchically more important to readers who read for meaning.

Drs. Yetta Goodman and Carolyn Burke subsequently incorporated Dr. Ken Goodman's miscue theory into the Reading Miscue Inventory (RMI), which fulfilled the double function of establishing the validity of miscue theory and providing educators with a very valuable assessment tool.

Here is how the RMI works. A reader is asked to read a long passage aloud into a tape recorder. The student receives no assistance in his reading, but is instructed beforehand to make his best effort when he gets stuck, and to keep going. When the reading of the passage is complete, the student is asked one question for a comprehension check: "Tell me all that you can remember about the passage you have just read." This comprehension "tell back" is also recorded. The assessor ideally asks no questions, but may, if necessary, ask questions based upon information already given by the student.

So far as the student is concerned, that is the end of his direct involvement in the RMI. What happens next is that the assessor takes the tape recording into seclusion and commences the formal analysis of the student's reading miscues. First of all, the assessor marks on a script all of the reader's miscues, and then codes them systematically on the analysis sheets in order

to develop a profile of the reader's strengths and weaknesses. The assessor also evaluates the "tell-back", and then, using all the information available from the RMI, is in a situation to make diagnostic judgements for this particular student. (Sample RMI scripts and analyses are included in Appendix B.)

Those who have performed full RMI's can develop a proficiency which makes it possible for them to perform the analysis in about an hour. Add to this the preparation time required, the administering time, and the time to write up the diagnosis, and it becomes clear that to perform a single, complete RMI one needs about three hours. It is not possible to use RMI in group situations, and so a classroom teacher who wished to use RMI would need to be able to find three hours for each student in the class.

This is not intended as a criticism of RMI. It was developed as a research and diagnostic instrument, and is marvelously useful as such. The designers of RMI did not see it as a classroom tool.

So there is the dilemma. On the one hand classroom teachers are faced with available practical materials that do not help students with their real reading problems; and on the other hand there is the existence of the RMI, an instrument that is eminently capable of

assisting teachers to help students identify and then improve their real reading problems, yet which is inaccessible to them because it is complicated to administer, time consuming, not adapted to a teaching context, and applicable only one-on-one situations.

The answer to the dilemma, then, surely has to be to make the RMI easy to use, less time consuming, and applicable in group situations, as a teaching tool. Such is the task of this project.

CHAPTER 2

THE 1975 PROJECT

In early 1975, even before I had personally worked through a complete RMI myself, I was trying to work out a way of sharing the technique with teachers. The reading I had done about RMI, the sessions I had observed where others were using the instrument, and the short forms of RMI that I had tried to use as a diagnostic tool, had, in the space of a couple of months, given me more insight and inspiration about the reading process and about teaching reading than had all my years of teaching before. The understanding came from being able to listen to a tape of a reader, mark down his miscues and figure out how and why the miscues occurred.

For a long time, my efforts as a consultant to interest teachers in RMI were without reward. Nearly always, teachers would politely, but very firmly and realistically, point out that they could not afford the time to spend three hours on each of their students.

Some of the teachers asked a very searching question, also: "How does the student benefit?" The only answer available to me, then, was to say that the students benefited from the teacher's improved understanding of

the reading process, and improved diagnostic skills. This answer was, of course, quite valid, but not very convincing to a busy teacher.

Some teachers were curious enough to attend workshops where they learnt about RMI. They did gain in understanding of the reading process, and their diagnostic skills did improve. In fact, there was another benefit that I had not predicted. Nearly all of these teachers changed their reading program as a result of their new insights. They did not change their reading materials; there is never money for that. They did not change their organization; there was no need for that. What they changed was their attitude. Instead of correctors, they became encouragers; they began to give more emphasis to meaning in their reading programs.

Obviously this was an enormous benefit to students, especially in the Primary grades. Some students in Junior and Intermediate grades, also, showed improvement where their teachers shifted emphasis to meaning. On the other hand, other students in these grades showed no improvement at all.

Conversations with colleagues confirmed for me that the most valuable insights about reading came from the actual acts of listening to the recorded version of the reading, marking the miscues on a script and speculating

on them. If only those students who were having the most difficulty in reading could have an experience like that, perhaps there would be some sort of breakthrough for them, or rather some sort of breakout, from the repeated failure which they were experiencing.

I made arrangements with a teacher to work with a grade 7 girl from her remedial class in order to try to teach the student how to do an RMI on her own reading. This experiment was very short lived. The recording of the tape went well, and listening to the tape in order to mark all the miscues went very well indeed. The student was fascinated, and very apologetic. However, the task of analyzing the miscues on the RMI sheets was not engaging enough for her. Patterns did not emerge quickly enough for her. She was not impressed with percentage scores. There did not seem to be any future in trying to teach students how to perform the complete RMI.

I was encouraging though, that a student's enthusiasm could be maintained up to the point of marking miscues on the script. I modified my approach a little to incorporate a simplified form of miscue analysis with the marking of the script. The RMI miscue sheets were dispensed with altogether. Here is what we did.

The procedure was identical to RMI procedure up to the end of the tell-back. After that, we would

rewind the tape and listen to it immediately, together. Whoever heard the miscue first, stopped the tape recorder, and we listened again to the miscue, until we agreed what it was. Then we would each mark the miscue on our scripts. At this point came the new procedure.

After each miscue had been marked on the script, we would go through a hierarchy of questions. viz:

i. Does what the reader said mean the same as what is in the book?

ii. Does what the reader said still make a good sentence?

iii. Does what the reader said look like what is in the book?

iv. Does what the reader said sound like what is in the book?

These questions obviously derive from Goodman's hierarchy of cueing systems. The first question is really asking the student to check the miscue for semantic consistency; the second for syntactic consistency; the third for visual consistency; and the fourth for phonic consistency. The purpose of putting the questions in a strict order is to impress the student with the fact that semantic consistency is the most important consideration in reading, and that syntactic is next most important and so on. When analyzing a miscue using these questions, the objective is to get

a "yes" answer as soon as possible. If the student can answer "yes" to the first question he can skip the other three. If he gets a "yes" to the second question he can skip the last two. If he does not get a "yes" until the third or fourth question, he can be reinforced for having maintained visual or phonic consistency, yet he also becomes aware that if he took more visual and phonic risks in order to achieve semantic and syntactic consistency, he would get a "yes" earlier in the hierarchy.

I tried this new approach with the original student and with one other student in the same school. The results were very encouraging. Both students showed interest and willingness, and both became quite good at answering the four questions. Question two caused a little trouble at first, but we eventually changed it to "Does what the reader said still sound like language?", and then both students were able to handle it well.

I then became interested to see if students could work in pairs at this procedure, and so made arrangements to work with two grade 7 boys from another school. Only one would read each day, and the other would play a similar role to the teacher. The miscue questioning became a three-handed game, and there was no apparent falling-off of benefit to either student. On the contrary, they appeared to gain confidence from each other, and become

more willing to take risks.

When I checked back with their teacher I found that he believed both boys to be reading better. He also reported that both showed more interest in school generally, both were keeping out of trouble more, and both had improved their attendance record. I would have settled for any one of the last three points, without the improvement in reading, but, after an initial feeling of elation, I settled down to one of mild optimism, attributing much of what was reported to the fact that it was now June, and close to the end of the school year.

CHAPTER 3

THE 1976 PROJECT

That year, I moved to a new job, still as a consultant, but over 200 miles from my original location. Although I was eager to carry on my experiments with this modified RMI procedure, it took some time to make contacts, and arrangements. I had meanwhile spoken about my earlier experiments to a number of colleagues, and all had encouraged me to proceed.

In January of 1976 I began working with six students in a high school "SLD" program (Specific Learning Disability). The teacher in the program was extremely cooperative, in fact eager to take part in the experiment. I specified for her that I wanted to work with pairs of students. The students should be having difficulty with reading, yet should be motivated to learn to read better. The students should be paired so that each pair could work well together. We were able to schedule periods of 60 minutes to meet with each pair of students. I visited the school for half a day at a time, and usually met with two or three pairs of students during each visit.

The teacher of the SLD program sat in on all sessions, and her presence did much to overcome the initial

misgivings of the six students. We began right off, working with pairs of students, assuming that it was not necessary to familiarize each student with the procedures individually before proceeding to pairs. The first meeting with each pair lasted some ninety minutes, during which I explained the whole procedure, and its purpose, emphasizing as much that the students would be helping me develop a technique to help other students, as that the students themselves stood to benefit from the experience. In that first session, too, I presented some concepts that were going to be stressed, using examples similar to the one on page seven. In addition the students were given the four questions, told to copy them down, and that they would have to memorize them.

I tried, during this first session to get each student to tell me what he believed reading to be about, and to describe what specific difficulties he had with reading. Most of all, during that first hour, I tried to keep the atmosphere relaxed and non-threatening. At the end of the meeting the students went away knowing what to expect in the first 60 minute taping session; knowing that they could opt out if they wanted (only one, a 19 year old girl eventually did) but, in most cases, having decided to opt in, and having decided by volunteering, which of the pair was to be the first to read.

What we tried to do during the discussion of the miscues, was to open the students' eyes to all of the things that were going on while they were reading. Typically, the students began believing that reading was a question of saying the words properly. We were out to show them that reading was much more than that, and that they already had command of some very effective reading strategies that they were not giving themselves credit for.

The early sessions were almost like lessons, with very heavy input from me, and a lot of question and answer procedure. This was unavoidable since the students were using this time to "read" the context of the program. They were "tuning in" to the assumptions and exhortations that they kept hearing. We would listen to a miscue and go through the four questions. Where we got an answer "yes" to the first question, I would praise the student profusely, often repeating slogans such as "going for meaning", and congratulating him or her on showing that he or she "knew what reading was all about". Although it was permitted to skip the other three questions given a "yes" in answer to the first, I would sometimes go on to explore them anyway, helping the student to realize that a "yes" to question i. nearly always meant a "yes" to question ii. also. Sometimes we would find that questions iii. and iv. yielded a "no" answer even after "yeses" to

i. and ii. Our discussions then led to some good insights, which really helped students to realize that visual and phonic information are there as a guide if you need them, but that meaning and grammar can be maintained without paying undue attention to visual and phonic information.

Often we found miscues where the answer pattern was no, no, yes, yes. The students readily admitted in these cases that they could sound out the word after an attempt or two, but that they still did not understand it. This led to insights and realizations that underlined both the importance of meaning and futility of hesitation. More than one student commented that they felt they were farther ahead to keep going and miss the word yet stand a chance of understanding the sentence, rather than stop to get the word and miss the sentence because of the interruption.

Our own feedback was designed to reinforce risk taking. When a student kept going, omitting a word, we would, when examining that miscue, sometimes find that it made no difference at all to either the meaning or the syntax of the text; or, at other times that it made only very minimal differences. This was particularly true of function words. But even with vocabulary items, the students soon learnt that, in a passage as long as we were using,

the chances of seeing a troublesome word again, in a different context were very high. (One of the boys in the 1975 program miscued on the word "exciting" five times in the same passage, and got it right the sixth time. The look of satisfaction on his face at that time was worth a great deal both to him and to me.)

Our discussions of miscues often took us on hunts through the sentence or paragraph to find why the miscue took that particular form. Often we would find that miscues occurred because of what was yet to come in a passage, but which the reader's eyes were already scanning in anticipation. Frequently, too, we talked about how familiar the topic of the passage was to the reader, and what effect the richness or lack of previous experience had upon the kinds of miscues that were likely to occur. We very frequently found miscues that we thought were caused by nervousness and immediately discounted them, acknowledging that reading aloud in the full knowledge that your miscues were later going to be scrutinized, was a very nerve-wracking and artificial experience, that was, in itself, bound to influence the way a person read.

At every opportunity we supported and gave praise. Where we could not honestly give praise, we tried to find what was going on to cause the problem,

and what would be an intelligent way of avoiding it.

Encouragement was available by the bushel. Nearly every utterance contained sincere supportive statements. The students became used to hearing terms like "smart miscue" or "high quality miscue", "go for meaning", "keep rolling", "get to the end - the end of the sentence - the end of the paragraph - the end of the chapter - the end of the book", "take a chance", "give it a try", "yes, you can", "I knew you could". At first these statements came exclusively from me, but after a while the students offered encouragement to each other, and occasionally students would volunteer a statement about their own miscues indicating pleasure. ("That was smart of me, wasn't it?") The SLD teacher herself, at first was only an observer, but after a while she began to play a part in the discussions too.

When we had finished talking about miscues, and weighing the quality and importance of them, we ended up with a script that was very heavily marked with pencil. This itself can be very discouraging to a student who is used to connecting marks on a page with negative judgements about his work. What we often did, in situations like this, was to ask the student who had read, how well he thought he had read the passage. Nearly always the answer came "Badly". The next inevitable question was to ask

how well he had understood the passage. To check on this, we would then listen to the tell-back, and assign as a group a rough evaluation to it on the lines of:

- Much better than I expected
- Better than I expected
- As I expected
- Not as good as I expected.

These judgements always came out as either "much better", or "better", to the encouragement of the reader.

We found that the 60 minute session did not give us enough time to listen to the whole tape, if we were to discuss each miscue as it came up. This problem was easily remedied though, when the students volunteered to put in extra time with Mrs. Wiltshire, their SLD teacher, between my visits, which totalled only ten half days between January and April 1976, including the start-up sessions and the final plenary meeting.

As the program proceded, we made some modifications. For instance, it very quickly became evident that the four questions did not address the question of correction or non-correction. We handled this quite straightforwardly, by simply asking, of each miscue:

Was it corrected?

Why was it (not) corrected?

Students immediately began to gain insights about how the

semantic and syntactic cueing systems triggered corrections. This, without exception, became a source of confidence, for nearly all of the students believed that they were not making use of efficient reading techniques. Their correction showed them that they were being too severe in their self-criticism. Overcorrections began to disappear.

Another modification we made was in the tell-back. After the student who had read the passage had finished his tell-back, the other student was given an opportunity to add to, or correct the original student's tell-back. This modification was made because we found that the second student was concentrating so much on listening for miscues as the first student was reading, that he was not paying attention to meaning. We considered this to be counter-productive.

It very soon became obvious that we were underestimating these students. They had, after all, managed to survive in the school system so far, (two of them were in grade 12, the others in 10 or 11), a feat for which, we decided, they deserved unqualified recognition. We decided to acknowledge our respect for them by "letting them in" on our jargon. When we talked about meaning we used the term "semantic cueing system" or " deep structure". We introduced the terminology of redundancy into our

discussions of corrections. The students accepted all this quite calmly, as if they were learning the names of new parts of an engine.

As time went by, the sessions became more relaxed. The students were able to criticize each other and themselves without the attendant guilt that had been so evident earlier. Most of them became more cheerful and confident. They began to verbalize during the sessions their belief that they thought they might be able to "make it" in reading after all.

Mrs. Wiltshire was constantly in touch with these students' subject teachers, and in some cases with the parents. She began to receive reports of improved work, improved class participation (one English teacher could scarcely believe that one girl in the program had volunteered to read aloud in class, and then had read well!), improved relationships with teachers, fewer problems over homework and projects, improved relationships in the home. The students themselves were aware of much of this, and attributed it to the help they were getting in the program. Test marks and examination results before and after the program showed improvements in every case.

A problem which we were not able to overcome was that of irregular attendance. One girl was so reluctant to take the 60 minutes from her grade 12 classes that she

gave up the program. She was graduating that year, and just did not want to take the risk of falling behind in her work. In her first session she confided that she regularly spent five hours each evening doing the homework that her classmates completed in an hour, and that she had to memorize all her work, because that was the only way she knew of learning. She also admitted that she would prefer to accept a failing mark, than be asked to read aloud in class. This 19-year-old was so close to graduation that she was not prepared to take any risk to upset the precarious balance she had managed to maintain until then.

Other students among the six already had erratic attendance patterns. They would either stay away from school altogether, or skip classes during the day. Often we would find that only one of a pair showed up for the session. With one pair reduced to one by the dropping out already referred to, it happened that each of the other pairs also contained one student, who was less regular in attendance than the other. Consequently, one member of each pair read more times than the other, and received what amounted to some private tutoring sessions. These three students, not surprisingly, later reported the most dramatic benefits from the program. Whether this resulted from the extra attention they received, or

from their extra commitment to the program, we were unable to tell. We tended to believe, however, that it was more likely to be due to a third factor, an improvement in the student's self-image.

It is a little unnerving to get underway in a project, believing you know what it is that is going to make the difference to the subjects of the project, and later finding that those expected differences are showing up, yet suspecting that they have been brought about by something other than what you had originally expected. That is partly what happened in this project.

When we first asked the students to define reading for us, they fulfilled our expectations and talked in terms of pronouncing words correctly, or of amassing vocabulary, or of speed. We assumed that, if we could alter this concept of reading to one that took account of the importance of meaning, then we would be helping students to improve their overall reading ability. What we found, however, was that students never were able properly to articulate this alternative view of the reading process. Even our attempts to show them respect by using the real terminology of reading instead of patronizing paraphrases, did not seem to lead to increased ability to utilize these terms. One or two of the students did not even succeed in memorizing the four questions in the

proper order. Most students were not, by the end of the project, able to explain the meaning of the word "miscue". Yet all of the students were able to read much better than before. (See Appendix A)

At first we hypothesized that we had been mistaken in thinking it necessary for the students to acquire a conscious level of knowledge about reading. Perhaps it was only necessary for the students to develop understandings to the level of personal satisfaction, to the level of the hunch.

Later we realized that there was another explanation staring us in the face. All of the students had come into the program expressing a very negative self-image. Later, together with, or after, or before, developing improved reading ability, these students began to talk about themselves in ways that demonstrated far more self confidence. Of course, the information gathered from their other teachers and from their homes confirmed this. We were beginning to wonder if we had taught these students anything new at all, or whether we had merely been a catalyst in a process where these students started to trust their existing knowledge and instincts in order to achieve success. Were we curing reading disability, or were we curing ego disaffection?

We knew that we were starting out with negative

self-image and inability to read, and ending up with more positive self-image and improved ability to read. We believed that the program was making the difference, but did not know if we should concentrate on the self image or the reading ability to maximize the results. For a while we were contemplating running trial projects in which we concentrated on either self-image or reading ability, but eventually decided that, although we would be able to design a program to develop self-image that did not concentrate too much on reading, we could not conceive of a reading program consistent with our view of the reading process, that did not at the same time encourage the development of a positive self-image.

This realization led us back to an examination of what had occurred in our existing program, and we formed the following conclusions.

The students in the program had come to us after years of reading instruction. Everyone of them had been through the traditional visual and phonic drills for year after unsuccessful year. These students were not lacking in these skills. They had mastered them completely, but they were not able to make those skills do the job of reading. During all these years of frustration these students had watched their classmates, who received the same instruction, apparently succeed in making

the skills do the job of reading. The result was the development of a negative self-image. After all, if other students could succeed, the reason that they themselves did not succeed must have been and must be because of some "fault" of their own.

It was, therefore, logical to assume that our program had accidentally hit upon a way of proving to these students that their reason for developing a negative self-image about their reading in the first place, was invalid. We were being able to convince students that their reading instruction had been incomplete, and that they themselves could not be blamed if nobody had previously told them the importance of going for meaning in reading. The students seemed to be finding this explanation sufficiently sensible and sufficiently different from their past experiences over the years, that they were prepared to give it a try, at least as a way of reading. When the students found that they were having success with the program as a way of handling reading, then the other message, the one about their not being personally responsible for their past failures, also began to take root. This, in turn bred confidence. In very short order, reading improvement and self-confidence began to feed off each other.

In short, we concluded, separating the reading instruction from the encouragement towards positive self-image would not have worked. The reading instruction was necessary as a way of getting the students to assess why they had developed a negative self-image in the first place.

Much of this is evident from the transcript of the interview held with the whole group of students at the end of the project.which appears in appendix A.

Much of the summer of 1976 was spent in performing full RMI's on the scripts retained from the winter project. The results of these analyses showed that all of the students were able to handle progressively more difficult material while either maintaining miscue profiles similar to those they started with, or actually improving them. (See case studies Appendix B).

I kept in touch with Mrs. Wiltshire for the year after I stopped working with the students in her SLD program, and was able to obtain some long-term follow-up on the students.

The girl who had dropped out, obtained her high school diploma that year, and left school. Another girl, one of the ones who responded very quickly, and the one who had surprised the English teacher by reading aloud in class, dropped out of school to take a full-time job.

She keeps in touch with Mrs. Wiltshire, and has developed a strong habit of leisure reading.

A boy, who had rapid success in the program, and who was succeeding well in all subjects but English, got a passing mark in English, improved some of the other marks, and still reports that his reading comprehension is increased because of his realization that it is all right to take risks.

Another boy, who was remarkable because he rarely was absent from a session, and who rapidly gained confidence from the program, reported in the ending interview that he and his mother were using a tape recorder at home to practise the program. This boy later got into trouble again in school and at home, and fell into his old patterns of behaviour, in which learning was not highly valued.

The two remaining boys were the ones whose attendance was sporadic. They had been slow to gain confidence, and we had had to push them hard to take risks, and to stop relying on memorizing. At first each had some successes, but later became discouraged again by failures in school subjects, and fell back into their negative beliefs about their abilities. Overall, however, Mrs. Wiltshire believes that both boys still retain some net gain from their involvement in the program, and would

quickly start to succeed again if time was available to give them more support, and if this support could be given in all settings.

One way of providing ongoing support, that Mrs. Wiltshire tried with success towards the end of the 1975-76 school year, was to take some of the students from her program to the local elementary schools, where they worked as tutors with younger pupils who needed help in reading. Time constraints, and administrative difficulties made it impossible for Mrs. Wiltshire to follow up on this, even though the students involved were very keen to do so.

Mrs. Wiltshire and I discussed the setbacks that some students had experienced, and theorized that perhaps the successes we had had were caused by a "halo", or Hawthorn effect. Eventually, however, we rejected this possibility because, of a number of factors.

First, there was evidence of permanent success in two outstanding cases, and in one other less outstanding one. Second, we were able in every case of regression to trace its cause to some incident or series of incidents, at school or in the home, that affected the students as a direct assault upon their fragile self-confidence. Third, even these students had retained someof their improved reading ability, even if they had lost most of their

improved self-image.

We both admitted frustration that gains were lost because we could not rely upon a consistent attitude of support for these students throughout the school. Teachers who had responded well while students were showing improvement, were quick to make judgements at the first signs of possible set-back. Our conclusion was that we should pay more attention to involving other teachers in our program and to keeping them informed of our objectives, procedures and progress.

CHAPTER 4

THE 1977 PROJECT

For a while, I considered the project hypotheses proven and the project over except for the writing-up. I made presentations to teachers using sample tapes from the 1976 project and showing the miscue profiles. Yet most teachers were still reluctant to try the procedures for themselves, because of the still considerable time investment required with each pair of students. The gains over using the RMI itself as a diagnostic tool were admitted to be great, but teachers were still looking for something less demanding of time and individual attention.

In early 1977, therefore, I undertook to attempt to use the procedure with a group of eight grade nine students in a special reading class in another school. The whole class of eight was to be involved in each 40 minute session. Only one student would read each day. All students would be invited to add to the tell-back, and to take part in the discussion of the miscues. The reading teacher, who had very limited background with RMI, was to sit in, as had Mrs. Wiltshire, as both observerer and participant.

Once again attendance was an immediate problem. One student attended only three out of sixteen sessions, another only four. Among the other students, however, attendance was either consistently good, or it improved. We had taken more care in this school, to schedule my visits more closely together and to let the students know when to expect my visits. Some students showed up for their reading class, and for no other class all day. No student's attendance got worse during the project.

When asked to give their perceptions of the reading process, these students gave us identical responses to the group in the previous project. It was more difficult gaining the confidence of the group of eight, because they were never in pairs, as was the other group. This did not develop into a problem as it could have, since there were enough willing volunteers to get the project off to a comfortable start, and once the others had experienced the procedure a few times, they were willing to read. The presence of the regular teacher was also a definite asset in these early sessions.

Because of the shorter time period, we were not able to cover a complete session of taping and analysis in the forty minutes and often had to continue on the next day with unfinished work. Also, the first and last of the sixteen sessions were plenary meetings

where no reading took place. As a result, only two of the eight students read more than once.

It did not seem to make any difference. Indeed, one of the boys began to report benefits from the program before he had read for us. In fact, he seemed to be saying that he was not going to read until he had proven to himself that there was some benefit. Another student in this group, a girl who had been the first to volunteer to read, began reporting successes almost immediately. She began to read for pleasure, something she had never done before, and to succeed in subject work which had been causing her problems all year.

None of the students in this group received enough instruction during the program for us to be able to claim that we had taught them any specific things. Each of them read at least once, and took part in the analysis of the other readings. As with the students in the 1976 program, these students did not reach a point where they could explain the meaning of the term "miscue" (although the concept was constantly being used and alluded to), and only two were consistently able to recall the four questions in order.

After we had been working for about two weeks with this calss, the teacher began the program in another special reading class which she met at another time of

the day. She made this decision on her own. It had not been planned as part of the project, but she had seen sufficient success in the two weeks with the other class, to believe both that the program was valuable, and that she could operate it on her own, despite the fact that her background with RMI was limited to what she had observed in our earlier sessions.

From the beginning, it was agreed that I would never meet with this other class, but would act as the teacher's consultant out of class, if problems arose. Happily, in our consulting sessions, the teacher reported nothing but success and enthusiasm, both on her own and on the students' behalf. Our discussions about both classes led us to confirm the conclusion from the 1976 project: that the significantdifference made by the program was to improve the students' self-image, and that reading improvement and self-confidence were interdependent and subject to setbacks as well as dramatic spurts forward.

CHAPTER 5

CONCLUSION

I personally considered the project a success as soon as the 1977 teacher spontaneously and successfully started up her own program with her second class. This proved that the objective had been met. RMI had been made into a practical and useful teaching tool.

We are still not satisfied though. There are two or three things that we will try in the future. We still do not know, for instance, the maximum group size with which this program can be used. One person, an Australian studying in Montreal, reported to me at the York University Reading '76 conference that she has used a very similar technique with up to fifteen students in a group.

We do not know the lower age limit for students to benefit from this program. The first students I worked with in 1975, were in grade 7; the rest were all high school students.

We do not know if it is possible to get students to the point where they can make and analyse tapes in groups without the presence of the teacher, and without losing the encouragement and support needed to sustain

the self-image.

What we do know is this. The technique works. It helps students who have reached the point of giving up on themselves. After three years, we have discovered that some of the most useful phrases a teacher can use are:

"Give it a try." and

"Sure you can." and

"I knew you could."

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APPENDIX A

TRANSCRIPT OF INTERVIEW HELD WITH ALL PARTICIPANTS IN THE 1976 PROJECT

Transcript of Interviews

April 22, 1976

Chris Generally speaking, do you think that the sessions that you spend here with me, working in pairs, were of any benefit at all to you?

Brian Yes.

Chris Please, can you tell me why?

Brian I'm a faster reader now.

Chris Is that what you hoped to get out of it, to be faster?

Brain And get better comprehension.

Chris You think you've got that too?

Brian Yes.

Chris Can you explain why?

Brian I just read the novel, "Life Station Zebra", and I did quite well on the tests and I read it fast.

Chris How fast?

Brian Seventy pages in three hours.

Chris And what was your rate before?

Brian Seventy pages in six hours.

Chris Are you serious that you think you've doubled your speed?

Brian Close to ...

Chris And improved comprehension at the same time?

Brian Not very much, but I've improved it.

Chris At least you haven't lost comprehension?

Brian Right.

Chris How do you feel, personally now, and do you have any different attitudes towards reading, towards studying?

Brian It's got to be done, that's all.

Chris How did you feel previously?

Brian Same thing.

George I think I've improved it, because when I read a book now, I just read it, and then I understand it more than I did before. It seemed as though at first I was reading, and then if I was doing questions, I'd have to go back and read it over again to see what I was doing. Now I can read it and then I will mainly know what it's about, and I don't have to really go over the questions again.

Chris How many times did you read for me George?

George Three, maybe four.

Chris And you think it's a result of that, those four sessions plus the times when you were observing somebody else and assisting in somebody else's reading.

George Yes, I feel so, because, it was different....

Chris I'm going to have to ask you to explain different.

George It's like, if you read a story, it produced more out of the story for me, and I knew what I was reading.

Chris Okay. Mrs. Wiltshire told me that you've been trying to do some of this procedure on your own.

George Yes. I have an 8-track at home and I went over with mom, out of "Reader's Digest". We read a few pages on the 8-track but it's kind of hard to repeat over again, so any mistakes, when we're going over the second time, we had to listen for them, we couldn't stop it, we could put it on pause ...

Chris But you couldn't go back?

George No, we couldn't go back because we'd have to go right round again, but we did hear all of the, at least I think so anyway because I didn't miss any, and she didn't miss any either.

Chris Did you mother have any comments?

George She liked the system, she said that it was helping me, that if I could keep it up, I'd become better at it, at the reading.

Chris Brian said that he found that the benefit to him was nearly all practical, that it was to do with doing better in school. Do you agree with that, or maybe Brian would want to add something on that too. Do you actually enjoy reading more?

George Yes, I used to hate reading History, I still do, but I know I have to do it so if I have to read a History book now, I guess I enjoy it more than I did before.

Chris Brian, was I putting words in your mouth saying that it was utilitarian, and you don't enjoy reading?

Brian I enjoy reading the sports.

Chris Has there been any change in your enjoyment?

Brian I get more out of it.

Chris Graeme, what have you go to say?

Graeme Well, before I came here, I used to always read a book and never understand it, and then you worked, and George would always pick out mistakes and both of us would do that, so I went home and read a couple of pages of the book and I understood it more.

Chris Now, for a while, if I remember, you were feeling and saying you thought your reading had improved, that you'd started off as a very stumbling reader, that you were trying to memorize everything,

and we encouraged you to go on, to read faster, to take chances, and you tried that and said it was working for you. Then you had a set of exams and that seemed to be a setback, and I haven't seen you since then. Have you got anything to tell me since then?

Graeme After a while we didn't come here and that just put me right off. With exams, I could study some subjects and not remember.

Chris How about since the exams, how are you feeling since then?

Graeme I think I'm probably going back down again.

Chris Why do you think that is?

Graeme I don't know, I'm not memorizing things anymore.

Chris Maybe then, I haven't done you any favours.

Graeme Yes it has. For a while, and then just after a while, my reading is going faster and I understand more.

Chris And how fast? Can you give me an example?

Graeme One day I was at my house and I was reading about sixty pages in three hours, and now I can read about a hundred.

Chris Sixty pages in three hours and now you read one hundred in three hours. Okay, and how about your understanding of what you've read?

Graeme I can understand it. I just jot it down on a piece of paper as I go along, if I have to study that book for a class.

Chris Has your understanding improved, or just the same?

Graeme It's improved.

Chris How about your enjoyment of reading? I imagine that reading isn't very enjoyable for you.

Graeme I just read the sports, I understand that.

Chris And that hasn't changed?

Graeme No.

Chris How do you feel about yourself in school?

Graeme Not bad.

Chris I got the impression, earlier on in the year, that you had some doubts. Is there any change in that?

Graeme Yes.

Chris What?

Graeme Well, I think I'm picking up. I was really bad the first term, and the second term I'm going up and Mathematics is not the same as reading, but I'm just dropping down there.

Chris How about at home? Any reactions at home? Have you ever talked to anybody at home about this program?

Graeme I talked to my mom. She said she'd help, but I never bothered to ask again. We've got a tape recorder and everything. She would sit and do it, she would help.

Chris But you didn't do it?

Graeme No.

Chris Okay. All right, thanks. Michael?

Michael I think it's helped me a lot, especially in the comprehension. Reading faster, just a little bit. I don't read much faster than I used to, but I comprehend much better. I can understand, if I have to answer questions afterwards, it's not a big problem like it used to be. I'm reading faster just a little. I keep trying to read to understand it which slows me down a lot.

Chris How fast were you reading before?

Michael Twenty pages an hour.

Chris And you say you haven't speeded up much?

Michael No.

Chris So that's really a fairly common rate, I think, amongst all of you. Somebody said one hundred pages in three hours, and you're saying sixty pages in three hours. Have there been any changes in your own attitude towards reading as an activity rather than just for learning?

Michael It's the same as when I started, I guess. To read fictional books, I don't like it at all, if I can read non-fictional books, it's fine.

Chris But you do read non-fictional, you do read for leisure?

Michael Sometimes, when I get time.

Chris Any of you increased your leisure reading?

Michael Yes.

Chris You have Michael? Anybody else? Brian?

Brian But that's sports again.

Chris Okay, that's fine, but you've increased reading for leisure?

Brian Yes.

Chris Okay great. What is it then that's made the difference because each one of you has reported back to me some improvement, either, well both, in your feelings about school or feelings about learning and also your confidence in your ability to be readers. Now, what is it that we were doing that did that? What is it in the program that we were going through? What is it that helped you do that?

Graeme I think the way that you taught us to read.

Chris But you could already read. I didn't teach you to read.

Graeme Yes, but you taught us not to worry about every single word, like, if you came up against a hard word and you didn't understand it, you'd understand it by reading the rest of the sentence.

Chris Anybody want to add anything on that, even if just to agree? No? Okay. Tell me about what you thought reading was all about previously. What did you think you had to do to read?

George I thought that you had to know everything that was going on, like in a story every word meant something and that if you put all the words together then you get a story, because every word meant something. Now I feel that some of the words, they're just in there to help out the story and they don't mean anything and it's just that some words really mean something that bring out the story, like before every word meant everything.

Chris There was something in what you were saying, that I don't think it was my intent. I don't think I was ever trying to tell you that there were certain words that weren't important.

George What I mean is, the words pull the story together, but there are main points that are more important than those words and I used to go over every word and try to figure out what every single word meant and sometimes it wouldn't even deal with the story, it had no meaning at all.

Chris Okay, so you were feeling that every word had got an equal importance. Okay, let's hear from Graeme. What did you think you had to do to read? In order to be a reader, what were you assuming you had to do?

Graeme To understand the word. I used to always read the words and I'd get stuck on one word and I'd figure it out for about five or ten minutes.

Chris How did you figure it out?

Graeme I just took it by vowels.

Chris What other ways have you got now of figuring out words, apart from sounding them out or trying to look at the letters and put them together.

Graeme If I read the sentence and I understand the sentence, and a word doesn't mean all that much and I can't really figure it out, I just skip over it now and just go on and it's going to make some sense.

Chris But you didn't use to do that?

Graeme No, I used to just go on, never understand, so I just go on after a while.

Chris And George, that's similar to what you were describing?

George Yes.

Chris You'd try to unlock each word as you came to it on the belief that all the words were equally important.

George Yes.

Chris Okay, we'll let Brian have a word.

Brian I just skip over, I'm more able to get more meaning out of the words around the words which I can't understand and I'll just read along, and then all of a sudden it'll come to me what that word was.

Chris And that's something that you weren't in the habit of doing before?

Brian Not really.

Chris I just wonder, though, if your thinking about what a mistake in reading is has changed. What is a mistake in reading? What did you use to think a mistake in reading was, and have you got a different view of that now? You can begin, go ahead Brian.

Brian Mistakes, a miscue, a miscue is not really a mistake of a word, you just didn't understand what it was, you couldn't maybe read it. I really don't know.

Chris What's a mistake, and what's a miscue?

Graeme A mistake is when you don't sound out the word right. If you're reading with your mother and you go over a word and she says, "Ah, you made a mistake, go back and correct it". A miscue is when, I don't know.

Chris You don't know what a miscue is?

Graeme No.

Chris Okay, George will tell me.

George I agree with Graeme on the mistake, but a miscue, I feel that a miscue is you know it and when you're reading you miss it and you don't really understand what happened because of it. You skip over it, you might have seen the word before, but you don't understand it, and so it makes no meaning at all. A mistake is, if you're reading and you can't get any knowledge out of the story at all because it might be too complicated, or you just don't understand all the words in it and it just throws the whole story, there's no story involved.

Michael A miscue is, you know what you're doing, but, if you say a word wrong, it's not actually a mistake because you know what it is, but you just, it's almost like forgetting.

Chris I think I confused you with a bad question. How much of what you are calling for yourselves an improvement, how much is as a result of reading instruction, and how much, very honestly please, is as a result of your feeling that you've got a little bit more self-confidence?

Michael I think it's about half and half. Doing this made me more confident. Doing this I showed myself that I could read which made me better.

Chris And you always could?

Michael Yes.

Chris Okay, it isn't something that you've learned, it's something that you've always had and has now come to the surface. Okay. I don't know if you're all going to feel that way. I want you to be very honest about this please. George?

George It gave me a lot of confidence, I used to feel that I couldn't read. I did read things that would make no sense to me and then it would just throw out my work and everything, now I feel more confident, if I read something I feel as though I read it and I know what I read and it's helping to bring out more things in me.

Graeme I used to always read a book and didn't really care. The teacher says, "Do this, read it for tonight", I'd say, "Who cares about that?" and throw it in my locker, I'm not going to read that, walk away, go home, play some sports or something and the next day in class, she's talking about the book and I don't even know what she's talking about. Since we came here, after the teacher gives an assignment, I take the book home every night, before I go to bed I read it and fall asleep, wake up in the morning and get ready for school, and I just go with my book, so I think it gives me confidence.

Chris Do you think that your ability to read has improved that much, or is there also an element there of feeling a little bit better about yourself, a bit more self-confident?

Graeme Yes, because going home every night and leaving your book in your locker, you realize something after a while, my book is in school, my mom always says, "You got homework, you're not going out if you have homework". "Ah, I don't have homework", I really have homework. I'm going up to the mall and goof around.

Chris Can I press you a little bit about this and try and find out? What was it that made you leave the book at school?

Graeme I didn't really know how to read, what's the use of reading? I didn't know the meanings of the words, and never understood it.

Chris So if you took the book home, you'd have to admit that you couldn't read it.

Graeme Yes.

Chris If you didn't take it home ...

Graeme If I didn't take it home, I'd go up to the mall, I didn't care.

Chris But also, there was no question of whether or not you would read it because you didn't have it.

Graeme Maybe I'd say to my mom, if I took it home and showed it to my mom, "I read two chapters just in my bedroom then", but I'd listen to the radio, and I'd come out. But now, it's different, I can go home and read the book honestly and tell my mom, and then ask her after a while, I'm going to go out and play soccer, sure I go out, do my things, and then come home, and then read it.

Chris You think this is going to stay with you?

Graeme Yes, I think it is because I didn't really care about it, now I do.

Chris I didn't get the impression though that your attitude was that defiant to school. When we first started working I got the impression that you were really interested in doing the work and frustrated at not being able to. Maybe you pulled the wool over my eyes, I don't know. To what extent has your opinion of yourself changed?

Graeme I've changed a little.

Chris Tell me what your opinion of yourself used to be.

Graeme I came home and did nothing. When I studied before, I used to read and write in the paper and all that, and after a while I just read it over a couple of times.

Chris What did you think about yourself, what was your opinion of yourself? Did you think you were a good guy, a bad guy?

Graeme I thought I was bad.

Chris What did you mean by bad?

Graeme Leaving it in the locker, how are you going to study from that?

Chris What's your opinion of yourself now?

Graeme Now? I guess I can do it now. Studying for Business or something, I used to always take it home and study and then forget the next day. I used to always study at night, before the test, and then you forget everything the next day. If you study it a couple of nights before, and now, I used to take my Business book home every night, and then study what I learned in class, and then when it comes to the test, it was so easy.

Chris You still think you're bad?

Graeme I think I'm better, I take my books home.

Chris You've got a better opinion of yourself now? Okay. Anybody else want to talk about that, their opinion of themself? It's very private and I don't want to press you. And Graeme, thanks for letting us in on that. Has anybody had a change in their own self-confidence, their own opinion of themself? Maybe George?

George Yes, sort of like Graeme I guess, I never used to do anything. I used to think, what's the sense of doing it when I'm not going to know it always? Why read a book when I'm not going to understand it? It's a waste of time, I used to feel. The opinion of myself, I put myself down. I'd go home and I'd say I did such and such today, but it was really nothing. I never used to see that and now I see that. I used to feel that all my work and everything was nothing and that I was just here just for the sake of being here, and now I've got more confidence in myself and I feel I'm going to have

to do it sometime and I guess it's going to help me and so I feel more involved in my work than I did before.

Brian — I think I've got more confidence in my work. I can comprehend a lot more out of my notes than I used to be able to. I can study the night before a test and I can recall it the next and I can get good marks on my tests now just because of my comprehension from my notes.

Chris — How about long-term remembering, does it stay with you?

Brian — If it's a subject which I'm interested in, yes.

Chris — Okay, so this is a bit more confidence for you. Has your own self-opinion changed?

Brian — Not really.

Chris — Not really? Okay, Michael?

Michael — First of all, in Grade 9 and the first term in Grade 10 I hadn't passed any of the tests since I'd been to the school, and I just gave up on reading altogether, and I thought, what's the use of reading if I'm not passing these tests? I tried so often, I just can't pass them. But ever since I started the program here, I've passed every test I've written so far.

Chris — Did you have a negative self=image at the beginning?

Michael — I don't know.

Chris — Were you succeeding in everything else?

Michael — Yes.

Chris — So you had more of a frustration then, in one limited area, your reading problem wasn't really causing problems in the whole school?

Michael — It goes back to what I said about reading fictional books. It's just English, not other

subjects. My average was almost 75 last year except I had a 36 in English.

Chris — I want to ask another question, and you don't have to answer this one either because it's a little private. (Marie-Louise comes in now.) The next question that I want to ask is, have any of you got anything to say about how you're getting along with teachers, how you're getting along at home, and is there any difference that you think might be as a result of, I'm not saying the sessions that you and I had together, but maybe the result of your own change of opinion about yourself, the way things are going for, either with teachers or at home. Volunteers only.

Marie-Louise — I find if I can do my work better at school, I'm not under pressure at home because my dad would come up to me and say, "Why aren't you doing this?" or studying, I'll be doing it on my own now and I won't be getting as much pressure, and everything is much better at home for me.

Brian — I take more pride in my work now. Before I didn't care about anything in my notes, taking down notes, I couldn't care, I'd just scribble them down. Now I take more pride, and my parents, I show my mother some of my notes, not very much, but she didn't like them before, because of my handwriting was so bad, I'm trying to improve it. It's just I've got more pride in school.

Chris — And your parents notice that?

Brian — My mother's noticed that.

Chris — Okay. Marie-Louise. Can you start off by telling us how you think your ability to read is different now from what it was before Christmas?

Marie-Louise — I find, when I'm reading a book, that it's easier for me to comprehend what I'm reading instead of having to read it over and over again.

Chris — Why do you think that is?

Marie-Louise: I'm reading at a faster pace. You told me to go over the words and not worry about what little mistakes you make, miscues. So I don't worry about them. As long as I understand what I'm reading, that's all right with me and I just don't worry about it and I tend to enjoy reading much more than I used to before.

Chris: You told me that you were actually reading for fun then?

Marie-Louise: Yes, I never did before. I wouldn't even pick up a book.

Chris: What kind of material are you reading?

Marie-Louise: Novels. I wouldn't pick up a novel, and now I just grab everything I can get my hands on. That's true, I do.

Chris: How many novels would you say you've read, just for fun?

Marie-Louise: Just for fun? I guess about six.

Chris: Can you give some titles?

Marie-Louise: Now I can't remember them.

Chris: You've left school now

Marie-Louise: Yes.

Chris: Are you still reading?

Marie-Louise: When I have time.

Chris: What kind of material are you reading?

Marie-Louise: Magazines.

Chris: Did you read magazines previously? Before Christmas I'm talking about.

Marie-Louise — I just looked through them. I never read them.

Chris — What is it that's different, apart from what you told me just now about pressures, what else is different about your view of reading, the way you think about reading?

Marie-Louise — I find it's not meant to be a chore to read, it's meant to be enjoyable, and instead of having to look at a T.V. or something like that, you can read a book, and it's much more fun to imagine things in your head than when it's right in front of you like that.

Chris — Okay, Mrs. Wiltshire, would you like to give your impressions?

Mrs. Wiltshire — First of all, I would like to give some comments on talks I have had with teachers about these various students. George. I was speaking to his History teacher and his English teacher and apparently it's like a new boy almost over the last little while, he's doing very well in tests, he's really, I think as we were saying before, his self-image has improved tremendously. He is more self-motivated now than he was before, which is very good.

With Graeme, I feel again, his teachers feel that there is more in Graeme than is coming out at the moment. He still has a little way to go, he has the ability, but I believe, as we found out in the past, if you don't think you're any good then you tend not to be any good and this is what had happened to Graeme. Now that he feels better about himself, I think the only way he is going to go is up and he definitely will improve. Math is good now, I think that goes along with, we tend to think it is an unrelated subject, English and Math don't really go together, but I think again, if you feel good about yourself, it doesn't matter what the subject is, you tend to improve.

With Brian, Brian had a very poor self-image. He didn't think he was any good at things. We have three stages here, the ERA English, which is like a Phase 3, Phase 4 and Phase 5. All

last year Brian was under the impression that he was in the Phase 3. He went, I guess towards the end of the year, to ask if maybe he could be transferred, for the next year, into Phase 4, found out that he had been getting 70% already in Phase 4 all year. He just didn't have a good impression of himself. This year, again, he's doing very well, but I still think he doesn't feel as good about himself as he should. He has a tremendous potential that still has to be realized. I believe, that through this reading, Brian has finally realized that he can read, before I think he really believed that he didn't have any reading ability, and this definitely has brought it out and shown him that he can read.

With Marie-Louise, her confidence has increased tremendously over the last four or five months. As we have heard, she has left now to go to work. It doesn't really matter, does it, whether you're in school or whether you're at work? You've got confidence and you're going to succeed, and I believe that. I had a comment from her English teacher and I used to talk to him very frequently about Marie-Louise before Christmas and he'd say, "Well, we're not doing too well, but we'll keep going". Well afterwards he came to me one day and he said, "Do you know, that girl can read beautifully". I said, "You've just found that our? She's been able to do that all the time". This was something, I think that if we can all find something that we're good at, and this was her thing, and he used to choose you to read quite a bit in class after that, which obviously would be good for the self-concept.

Michael, as he has mentioned already, was getting excellent marks in everything but English. He would even do well in History, which you would not think would happen, he was doing fine in everything but English. I had a talk with his parents at one stage and we really couldn't understand why this would be because Michael obviously had good potential, but it was the reading. Now, he still has a little problem in that, it's time and I believe Michael doesn't have enough time to put into the reading. He can read well and I believe

that if he could pursue this program a little further and really stick with it, then those 30's or 40's or 50's or even 60's in English that he gets could quite easily be much higher because he does have the ability, it's just a question of being able to tap it and bring it to the fore.

Pretty good program!

APPENDIX B

CASE STUDIES FROM THE 1976 PROJECT

B4

George

Age 15, 9 months, Grade 10

George was a very friendly, outgoing student, who had a history of problems at home and at school. For the full time that he was working with us, his problems were not significant. He even practised at home making tapes and analyzing them with his mother. His enthusiasm, cooperation and attendance were consistently high.

George felt that he was obtaining great benefits from the program, and began making strides in improving his school work. His reading was never really weak, but he needed and developed more confidence in believing that it was not.

Unfortunately, George's history of problems caught up with him, and he withdrew from all cooperative contact. Nevertheless, I believe that George is capable of regenerating his own self-confidence when other circumstances allow.

Teacher Elwis Warnop Class School

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Overcorrection
1	hardy	handy			✓			✓			✓			Y	P	P	N	✓			✓			
2	an	no				✓			✓		✓			Y	Y	Y	Y	✓						✓
3	—	all												N	Y	Y	N	✓			✓			
4	you can	can you			✓			✓				✓		N	Y	Y	N	✓			✓			
5	.	?		✓										N	Y	Y	N	✓			✓			
6	the	in					✓			✓		✓		N	Y	Y	N	✓			✓			
7	.	g		✓										N	Y	Y	N	✓			✓			
8	—	and												N	Y	Y	N	✓			✓			
9	at	that												N	Y	Y	N	✓			✓			
10	.	—				✓			✓				✓	Y	P	P	N	✓			✓			
11	g	g		✓										Y	P	P	N	✓			✓			
12	.	?		✓										N	Y	Y	N	✓			✓			
13	and	a		✓										N	Y	Y	N	✓			✓			
14	you	you'll				✓			✓				✓	N	Y	Y	N	✓			✓		✓	
15	monthly	a month			✓			✓			✓			N	Y	Y	N	✓			✓			
16	that	a				✓			✓		✓			N	Y	Y	N	✓			✓			
17	rental	rent					✓			✓	✓			N	Y	Y	N	✓			✓			✓
18	in the	is			✓			✓			✓			N	Y	Y	N	✓			✓			✓
19	$ colsal	colossal			✓			✓			✓			N	Y	Y	N	✓			✓			✓
20	the	—												N	P	P	N							
21	about	g bought												N	P	P	N		✓				✓	
22	$ pint	pint				✓			✓			✓		N	Y	Y	N	✓			✓		✓	
23	again	then			✓			✓			✓			N	Y	P	P	✓			✓			
24	and	—					✓			✓				N	Y	P	N	✓			✓			
25	around	round			✓			✓			✓			N	Y	Y	N	✓			✓			✓
		COLUMN TOTAL	5	7	5	4	7	5	4	10	3	3		COLUMN TOTAL				23	1	1	17		3	5
		PERCENTAGE		44	31	25	44	31	25	62	19	19		PERCENTAGE				92	4	4	68		12	20
		QUESTION TOTAL			16			16			16			PATTERN TOTAL				25			25			

relevance to anything until one surrounds it with a context of other facts. . . .

If students are failing to see the relevance in the facts they are confronted with, the fault may be partly in their teachers, who may sometimes take facts too much for granted and fail to be excited by them or see their significance. But in the end it is the student himself who must create this relevance. Only when the dead facts come alive in his mind and form meaningful relationships with each other can he be said to be getting an education.

DR. CLARENCE TRACY

George

There are those, teacher and student alike, who bemoan their times as lost. . . . With long hair unkempt and bodies unwashed, they would put down the philosophy of their times and persuade all others with their constant denigrations and mournful fears. They are sick, and would inflict their sickness on all who ignore or deride them.

CONFUCIUS 500 B.C.

A RETURN TO MANLINESS

To the middle-aged, long hair and effeminacy seem synonymous: the well-balanced, virile man was crew-cut in youth and close-cropped in age. Artists, weirdies, homosexuals, composed the long-haired brigade. Hence the sense of outrage in American and British homes when adolescent hair began to lengthen. Beatle mops might be cute on a five-year-old; at fourteen they were irritating; at eighteen an outrage. Yet worse is probably to come. Every Oxford and Cambridge college now has a dozen or so undergraduates with shoulder-length Cavalier-style hair. Schools are steadily losing their fight to prescribe the clippers. After all, as the boys realize, no headmaster can send an entire school home. Even at Eton, hair is beginning to curl along the famous collar.

Since England is now the source of male fashion, the long-haired youth is going to disturb many more wholesome American households. Doubtless, like the female skirt, hair will have its ups and downs. But the betting must be on short skirts and long hair—both excite and infuriate for the same reason. If mothers and fathers knew their history, perhaps they would be less excited about the hair and more preoccupied with the deeper problems of the young male, particularly the affluent adolescent in a permissive society. Give young men money, and sooner or later they will dress like peacocks and behave like goats.

You can see them in the pictures of Pinturicchio: hair is shoulder-length; tight, tight trousers emphasize muscular backsides; the stuffed codpiece with bright, laced points underlines an obvious virility; a short sword hangs from the waist; the taut alertness of their bodies adds foreboding. These youths played hide and seek with death, wantonly, arrogantly. They were the Oddi and Baglioni whose blood dyed the streets of Renaissance Perugia. They roamed through the streets, hacked each other to pieces, even killed each other in the Cathedral. And yet, they are as bright as parrots in their pinks and reds and greens, their hair dropping in scented ringlets to their shoulders; but for their high-styled cod-pieces they could easily be mistaken for girls, yet they were as ferociously virile as a herd of young bulls. . . .

But, you might argue, the Renaissance was a time of violent change, one of those exceptional epochs when an old morality was breaking down and when a new one had not yet emerged. No, Renaissance Italy was not the unique possessor of gaudy, aggressive, lascivious youngsters. In Elizabethan London young bloods maimed and murdered each other; pitched battles took place in Fleet Street and the Strand; Blackfriars Stairs, close by where Shakespeare lived, was a favorite spot for an ambush. The Montagues and Capulets of *Romeo and Juliet* were no strangers to Englishmen: they lived with them, and the Elizabethans saw, frequently enough, corpses of youths lying in their streets and alleys. Such feuds, like the violence of so much of the Elizabethan theatre, was natural to them. Sex, bloodshed, and horror were a part of the young male's life. And recall these Elizabethans—the scented foulocks, the earrings (now coming back into fashion

for English males), the pomanders hanging from the wrist, the slashed and bejeweled doublets, the short cloak to show off the pulled-up breeches to advantage: there they strut like male birds of paradise.

Nor did the emergence of a stern puritanism keep them long in check. Charles II's courtiers were almost as wild and violent as their Elizabethan ancestors, and most of them just as young. The antics of young Rochester, standing stark-naked on a tavern balcony, were rip-roaring enough. The innocent were often victims—beaten, hunted, sometimes killed, all for a night's sport. And this was the way, too, of the Mohocks, mere boys, who terrorized Londoners in Queen Anne's day, uncontrollable youths for whom law and order was an anathema. And their dress was as exhibitionistic as their behavior. Indeed, it remained so until good Queen Victoria's days. The Macaronis and Corinthians, the young, riotous friends of the Prince of Wales, were just as obstreperous, just as wildly exhibitionistic, at the end of the eighteenth century as the Mohocks were at the beginning of it. Perhaps youth was even more violent then than it is today. Few schools now riot and need the militia to quell them—as did Eton, Winchester, and Harrow.

• • • • •

Britain's youths had their parallels from Italy to Sweden. And they are still with us, or rather they are back with us after a temporary absence of a generation or so. Any evening in England, one will see figures cased in black, hair shoulder-length: nail-studded belts, tight, tight black jeans, leather coats padded to emphasize the shoulders, scarlet crash helmets swinging from the wrist. And straight down the right buttocks a long sheath knife, not meant as an ornament. By their side, huge motorbikes that snarl and leap and roar. Rockers out for Mods: the Oddi out for the Baglioni, the Capulets after the Montagues, the Mohocks riding again. And down in Carnaby Street the boys of sixteen are buying flowered shirts, sniffing new scents, wondering if eye shadow is in or not. Beastly decadence? No, the everlasting problem of the sexually mature adolescent one finds in all societies affluent enough to fill the pockets of the young male.

This is not a problem of our society; it is a problem of humanity, made worse, it may appear, because we are richer and more

numerous today. True, we intensify it somewhat by publicity and by our lack of any sense of proportion. Percentagewise, our own long-haired youths are far less violent, murderous, and intolerable than their historic counterparts. The situation, however, goes deeper than our social structure. And we shall not solve it by exhortation or repression. The problem, if it is a problem, might be eased if parents, headmasters, and the like took changes in young male exhibitionism more lightheartedly. It might help, too, if aging men grew less choleric when faced by the all-too-obvious evidence of youthful virility. But the problem will still be there so long as we are affluent and free from a rigidly imposed state morality. Without that there will be student battles on the beaches, drunkenness, sex orgies. Since before Samson's day, long hair and virility have been, shall we say, bedfellows.

J. H. PLUMB

Those who make their dress a principal part of themselves will in general become of no more value than their dress.

WILLIAM HAZLITT (1778-1830)

Reader Geoffe Date 'L Selection A Return to Nowhere
Teacher Chris Working Class School 8

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL Strength	Partial Strength	Weakness
1	efficiency	effeminacy			✓				✓		✓			N	Y	P	P		✓			✓	
2	$ sins of minstrel	spun windows			✓			✓				✓		N	P	P	P		✓				✓
3														N		Y	N	✓			✓		
4	bridge	brigade				✓			✓		✓			N	P	P	N		✓				✓
5	length	lengthen				✓			✓			✓		Y	P	P	N	✓			✓		
6	the	at					✓			✓			✓	Y	P	P	N	✓			✓		
7	even	every			✓				✓			✓		N	Y	Y	N	✓			✓		
8	$ cavalry	cavalier				✓			✓		✓			N	Y	Y	N		✓		✓		
9	and	the					✓			✓			✓	N	Y	Y	N	✓			✓		
10				✓										N	P	P	N		✓			✓	
11	$ infuriet'	infuriate			✓				✓		✓			N	P	P	N						
12	its	a					✓			✓		✓		N	Y	Y	N	✓			✓		
13	Pinocchio	Pinocchio's				✓			✓		✓			N	Y	Y	N	✓			✓		
14	and	the					✓			✓		✓		N	Y	Y	N	✓			✓		
15	$ virtile	virility				✓			✓			✓		N	P	P	N		✓				✓
16	and	the					✓			✓		✓		N	P	P	N	✓					✓
17	$ forebodying	foreboding			✓			✓			✓			N	P	P	P		✓				✓
18	play	played			✓			✓			✓			Y	Y	Y	N	✓					✓
19	the													N	P	P	N	✓					
20	were	are				✓			✓		✓			N	Y	Y	N	✓			✓		
21	dressed	dressing			✓			✓			✓			N	Y	Y	N	✓			✓		
22	$ virtile	virility				✓			✓			✓		N	P	P	N		✓				✓
23	$ epoaches	epaulets			✓				✓			✓		N	P	P	N			✓			✓
24	an	not					✓			✓		✓		Y	Y	Y	Y	✓					
25	enquire	unique			✓				✓		✓		✓	Y	N	N	Y	✓			✓		
		COLUMN TOTAL		1	9	7	6	4	12	6	9	10	5	COLUMN TOTAL				15	9	1	2	1	10
		PERCENTAGE			44	32	27	18	55	27	41	45	14	PERCENTAGE				60	36	4	4	4	40
		QUESTION TOTAL				22			22			22		PATTERN TOTAL					25			25	

Scope 31/Oct. 76

24

Tuesday was the first day of a new year at school. There wasn't too much to do but go in and make a course selection and find out which home room you were assigned to. The rest of the week would be spent trying to straighten out the mess the computer would make of our schedules.

Nancy and I were in and out of the place by lunch-time and we grouped up with some of the old gang to waste away the rest of the afternoon. Kids that we hadn't seen all summer were full of stories to tell and questions to ask.

"Nobody in Toronto says 'rap' any more. The new expression is 'getting it on'." Sheila Henderson had spent the summer at an art school outside of Toronto. "They don't say 'heavy' any more, either. Things are really 'tight'." Sheila had picked up a whole load of new words that she wanted to add to everyone's vocabulary.

We "got it on" until dinner over at Sheila's and then Nancy and I went over to my place, where Mom was laying out dinner for us. We digested a hearty meal by walking slowly over to Nancy's. A bus took me from there to Rick's in about twenty-five minutes.

Claude was sitting in a corner of the rec room, puffing on a pipe of sweet tobacco that was filling the room with smoke.

"You keep that up and you'll give us all lung cancer," Germs warned him.

"That's the worst-smelling tobacco I've ever come across." Henri was holding his nose and edging toward the far end of the couch.

"How's it going, Pete?" Guy asked.

"Terrific. Did everybody catch up on their sleep?"

"I'll say. Claude and I were supposed to be at school for ten o'clock assembly this morning but we ended up getting there half an hour late," Germs put in.

We sat around waiting for Tom and talked over all of the things that had happened on the trip. Claude was sitting cross-legged on the couch, putting on an air of intelligent concentration while puffing away at his briar.

"What time have you got, Rick?" Tom was sure taking his time about getting here.

"It's eight-thirty. Where's Tom? He should be here by now."

Reader George Teacher Claire Wessap

Date 31 Mar 76 Selection Sunshadow ch 26

Class School

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	GRAPHIC SIMILARITY 3 P	GRAPHIC SIMILARITY 3 N	SOUND SIMILARITY 4 Y	SOUND SIMILARITY 4 P	SOUND SIMILARITY 4 N	GRAMMATICAL FUNCTION 5 Y	GRAMMATICAL FUNCTION 5 P	GRAMMATICAL FUNCTION 5 N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	COMPREHENSION Partial Loss	COMPREHENSION Loss	GRAMMATICAL RELATIONSHIPS Strength	GRAMMATICAL RELATIONSHIPS Partial Strength	GRAMMATICAL RELATIONSHIPS Weakness	GRAMMATICAL RELATIONSHIPS Summarization
1					✓			✓			✓			N	Y	Y	N	✓			✓			
2	heavy on	hearty			✓				✓		✓			N	Y	Y	✓	✓			✓			
3	.ooof	hoof's				✓			✓			✓		N	P	P	P		✓				✓	
4	it's	it		1	✓				✓			✓		N	P	P	P		✓				✓	
5	— .	?		✓	—				—		—			N	P	P	P		✓				✓	
6	unpaid	ended				✓			✓		✓			Y	P	P	P	✓			✓			
7	walked	talked			✓			✓			✓			N	Y	P	P		✓			✓		
8	across	cross			✓			✓				✓		Y	P	P	N	✓			✓			
9	$ conciliation	conversation			✓			✓			✓			N	P	P	P		✓				✓	
10	on	at					✓			✓	✓			N	Y	Y	N	✓			✓			
11	there	here			✓			✓			✓			N	Y	Y	N	✓			✓			
		COLUMN TOTAL		1	7	2	1	5	4	1	7	3		COLUMN TOTAL				6	5		5	1	5	
		PERCENTAGE			70	20	10	50	40	10	70	30		PERCENTAGE				55	45		25	9	26	
		QUESTION TOTAL			10			10			10			PATTERN TOTAL				11			111			

George.

CHAPTER FOUR

Taping a Student's Reading

Preparing the Taping Session

The use of the *Reading Miscue Inventory* involves an intensive examination of a single reading experience. The individual miscues from that experience provide the specific occurrences to be analyzed, but these are always examined only in relationship to the material read and to the other miscues made. The whole of the reading experience must be preserved and kept available to the teacher long enough for the analysis to be completed. For this reason the reading session is recorded on audio tape. Any available reel or cassette tape recorder can be used for this purpose.

When beginning the taping session, the teacher has the student who is going to read record his name. This small portion is then replayed to check volume level before proceeding with the session. It is best to select a place for the reading which will be relatively free from interruption. The classroom teacher, however, often does not enjoy such luxury. When it is necessary to tape in the classroom with other students present, he should explain to the students what is being done and ask that there be no interruptions. Initially, when students forget or confuse the rule, they can be waved away without conversation and without interrupting the reader. Once the taping session has begun it is most important to proceed without breaks.

When the teacher is taping in a room with others present, background noise can be diminished if the reader sits in a corner facing the room with the microphone facing the wall. It is generally best to use a microphone on a table stand. A folded cloth or some other soft material under the microphone will eliminate vibration noise on the tape. A Lovaliere microphone (one that hangs around the speaker's neck) should be avoided, as the reader tends to touch it, and the sound of the friction is picked up on the tape.

Very little is required in the way of physical arrangements. The reader needs a comfortable chair and a surface (such as a table or desk) on which the reading material and the microphone can be placed. The teacher, too, will need a chair and a surface on which the tape recorder and the worksheet copy can be placed. Because the teacher will be writing during the session

(see *Marking the Worksheet*) it is best not to sit directly in front of the reader to avoid distracting him.

Selecting and Preparing Material for Taping

The reading material to be used may be taken from either a trade book or textbook. If the selection is a story, there should be a discernible plot and theme. If an information-based selection is used, the concepts from the field of study involved (social studies, biology, mathematics, etc.) should be clearly stated and not overly complex.

The selection must be entirely new to the student—something which he has never seen before. All familiar tales which the child knows in some oral version or as a listener should be excluded from use.

While the selection itself must be new, it should incorporate concepts and situations which the reader can comprehend. He should have information available from his past experiences which will support his handling of the new information he will encounter in the reading material.

The length of the selections should be such that they may be read in their entirety within fifteen to twenty-minutes. Primary school teachers might need to have the student read a series of two or three related stories so that the total reading will be of sufficient length. Upper grade teachers will need to search for selections four to eight pages in length. It is important that the student read an entire selection even if later, only a portion of the miscues are coded and analyzed.

The selection must be difficult enough for the student so that reading miscues will be made, but not so difficult that he will be unable to continue independently. It is helpful to have two or three selections of different difficulty levels available for use. A good rule of thumb is to choose the initial selection from material one grade level above that which is usually assigned the student in class.

The teacher should be quick to change selections if too few miscues are being made. A selection must generate a minimum of twenty-five miscues in order to be used. Under no circumstances is the reading to be stopped only because the student makes a large number of miscues. If the reader becomes extremely agitated—squirms uncomfortably in his chair, breathes heavily while reading, repeatedly asks to stop, mumbles unintelligibly as he reads, fails to respond to assurances from the teacher—then the selection should be changed.

The student will read from the printed text during the session. The use of the original material ensures that no reading difficulty will be introduced into the session because of blurred or partially eradicated print. The teacher,

Reader Lyons Date Selection Miscue Handbook Ch 4

Teacher [illegible] Class School

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Overcorrection
1	—	the			—	—	—	—	—		—	—		N	Y	Y	N	✓			✓			
2	—	an				—		—	—		—	—		Y	Y	Y	N	✓						✓
3	—	a.				—			—		—	—		N	Y	P	N	✓				✓		
4	miscue	miscues		'	✓			✓			✓			N	Y	Y	N	✓			✓			
5	the	that				✓				✓	✓			N	Y	Y	N	✓			✓			
6	provided	provide			✓			✓			✓			N	Y	Y	N	✓			✓			
7	miscue	miscues			✓			✓			✓			N	Y	Y	N	✓			✓			
8	experiment	experience				✓			✓		✓			Y	P	P	P	✓			✓			
9	through	enough				✓			✓				✓	N	P	P	P		✓				✓	
10	re'cord (noun)	record (verb			✓				✓				✓	N	N	N	P			✓			✓	
11	of	is					✓			✓			✓	Y	P	P	N	✓			✓			
12	for	before				✓			✓			✓		Y	P	P	N	✓			✓			
13	with	this				✓			✓				✓	Y	P	P	N	✓			✓			
14	that it	what				✓			✓		✓			N	Y	Y	N	✓			✓			
15	they	there	?		✓			✓				✓		N	P	P	N	✓					✓	
16	entirely	initially				✓			✓		✓			N	P	P	P		✓				✓	
17	other	others			✓			✓			✓			Y	P	P	N	✓			✓			
18	about	around				✓			✓		✓			Y	Y	Y	N	✓						✓
19	teacher	reader				✓			✓		✓			Y	Y	P	P	✓			✓			
20	in	is			✓			✓				✓		Y	P	P	N	✓			✓			
21	sentence	selection				✓			✓		✓			N	Y	Y	N	✓			✓			
22	children	child				✓			✓		✓			N	Y	Y	N	✓			✓			
23	knows	know			✓			✓			✓			N	Y	Y	N	✓			✓			
24	versions	version			✓			✓			✓			N	Y	Y	N	✓			✓			
25	—	as a			—	—		—	—		—	—		Y	P	P	N	✓			✓			
		COLUMN TOTAL			9	11	1	8	11	2	14	3	4	COLUMN TOTAL				22	2	1	18	1	4	2
		PERCENTAGE			43	52	5	48	52	10	67	14	19	PERCENTAGE				88	8	4	72	4	16	8
		QUESTION TOTAL					21			21			21	PATTERN TOTAL					25				25	

B1

Graeme

Age 15, Grade 10

Graeme was the most insecure of the whole group. He spoke very quietly, and often made comments under his breath such as "I can't do any of this", "I don't know". His attendance was not good and he read only three times. He tended to be reliable when he knew it was his turn to read, but stayed away when it was his turn to criticize his partner, George.

Graeme found the whole program excruciatingly embarrassing, and stuck with it for two reasons. The first was his belief that he was doing better, and the second was, as I saw it, that he was not the type of student to drop out of anything. His liking for Mrs. Wiltshire probably played a part here too.

Graeme's comprehension was always better than he gave himself credit for, and we concentrated on getting him to try to read faster, despite the number of miscues he was making, and to give up his practice of memorizing all his work. For a while, he was succeeding at this, but was later devastated by failing marks on his exams. Mrs. Wiltshire could not give him the hours he needed to struggle back to a position of even limited self-confidence.

Graeme did retain some of the skills he had picked up, and still reads a lot faster than before. However, he is

not succeeding in school as well as he promised to do early in the project.

READING MISCUE INVENTORY: CODING SHEET

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Reader: [illegible] Date: 26 Jan 76 Selection: Dive Bomber

Teacher: [illegible] Class: School:

Miscue Number	Reader	Text	DIALECT 1	INTEGRATION 2	GRAPHIC SIMILARITY 3 (N / P / IN)	SOUND SIMILARITY 4 (N / P / IN)	GRAMMATICAL FUNCTION 5 (N / P / IN)	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION: No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS: Sentence	Partial Sentence	Phrase	Clause
26	sneaky	sneaky			✓	✓		✓	✓	✓	✓	✓			✓			
27	navy	naval			✓	✓		✓	✓	✓	✓	✓			✓			
28	in	a						✓	✓	✓	✓	✓			✓			
29	$ Inj	Virginia			✓	✓		✓	✓	✓	✓	✓			✓			
30	office	office			✓	✓		✓	✓	✓	✓	✓			✓			
31	the	—						✓	✓	✓	✓	✓			✓			
32	of	—						✓	✓	✓	✓	✓			✓			
33	Cam	California	✓		✓	✓		✓	✓	✓	✓	✓			✓			
34	achnitang	[illegible]			✓	✓		✓	✓	✓	✓	✓			✓			
35	battleship	battleship			✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	
36	Grid	Gray	✓		✓	✓		✓	✓	✓	✓	✓			✓			
37	$ stall ing	[illegible]			✓	✓		✓	✓	✓	✓	✓			✓			
38	sip	shipp			✓	✓		✓	✓	✓	✓	✓			✓			
39	a rip	rapid			✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	
40	Horizon	Arizona			✓	✓	✓	✓	✓	✓	✓	✓			✓			
41	steam	steam			✓	✓		✓	✓	✓	✓	✓			✓			
42	decks	decley			✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	
43	means	[illegible]	✓		✓	✓		✓	✓	✓	✓	✓			✓			
44	s	[illegible]						✓	✓	✓	✓	✓			✓			
45	blow	[illegible]		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	
46	bucket	Bucket			✓	✓		✓	✓	✓	✓	✓			✓			
47	explosive	[illegible]			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	
48		[illegible]						✓	✓	✓	✓	✓			✓			
49	Horizon	Arizona		✓				✓	✓	✓	✓	✓			✓			
50	bust	[illegible]			✓	✓		✓	✓	✓	✓	✓			✓			
		COLUMN TOTAL	4	2	29	6	1	44	25	24	7	6	COLUMN TOTAL	40	6	44	25	11
		PERCENTAGE			71	19	10	44	25	24	7	5	PERCENTAGE	40	12	9	44	34
		QUESTION TOTAL			41			44				11	PATTERN TOTAL	58			50	

READING MISCUE INVENTORY CODING SHEET

Carolyn L. Burke · Yetta M. Goodman 1972

Reader: Greene | Date: Jan 28 76 | Selection: Doris Miller

Teacher: Chris Wilson | Class: | School:

Miscue Number	Reader	Text
1	Pearl Harbor	Pearl Harbor
2	& message	message
3	received	received
4	the	the
5	a	a
6		
7	reading	reading
8	it	it
9	a	a
10		
11	reading	reading
12	aloud	aloud
13		
14	a	a
15	guard	guard
16	house	house
17		
18	eight	eight
19		
20	plaid	plaid
21		
22	smooth	smooth
23	closed	closed
24		
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94		

COLUMN TOTAL

PERCENTAGE

QUESTION TOTAL

DIALECT	1
INTONATION	2
GRAPHIC SIMILARITY (A / P / N)	3
SOUND SIMILARITY (A / P / N)	4
GRAMMATICAL FUNCTION (A / P / N)	5
CORRECTION	6
GRAMMATICAL ACCEPTABILITY	7
SEMANTIC ACCEPTABILITY	8
MEANING CHANGE	9
COMPREHENSION (No Loss / Partial Loss / Loss)	
GRAMMATICAL RELATIONSHIPS (Strength / Partial Strength / Weakness / Overcorrection)	

Graeme

Hail to Queen

Smoke machines flood the stages with [illegible] fire. Colored lights flash, and chain-mail costumes shine in the gloom. A guitar swoops through a sonic blizzard that might have been whipped up by Led Zeppelin. Whirling at the center of this musical [illegible] is a lanky, dark-haired lout. [illegible] in a girlish tenor, drops his kimono, strips to hot pants and tosses roses to adoring teeny-boppers.

Could it be The Who? David Bowie, perhaps? Or Ken Russell's version of Liberace? None of the above. "We're just Queen," says Freddie Mercury, 29, the group's lead singer, pianist and songwriter. Adds Guitarist Brian May: "We're not styled on anybody."

For five years Mercury and May and their two colleagues, Drummer Roger Meddows-Taylor and Bass Guitarist John Deacon, did not have much to show for their declared independence. They suffered from what Taylor described as "a distinct lack of money." But lately Queen's fortunes have been rising fast. Under the guidance of Manager John Reid, 26, who also handles Elton John, Queen has become the monarch of British rock. A few weeks ago, *Bohemian Rhapsody*, a six-minute cut that mingles introspection with Gilbert and Sullivan operatics, hit the top of the British music charts. Queen's fourth LP, *A Night At The Opera* (Elektra), has passed the million-seller mark worldwide. Last week the group began a six-week tour of 21 U.S. cities.

Once they absorb Queen's campy style, American audiences will be dazzled by the sound: gleaming *a cappella* vocal harmonies that arise from such pieces as *The Prophet's Song*. Words emerge with a cut-glass clarity that is rare in rock. Unfortunately, Queen's lyrics are not the stuff of sonnets. In *Death On Two Legs*, Mercury hurls a series of enunciated curses: "You suck my blood like a leech . . . you're a sewer rat decaying in a [illegible] of pride." The song, Mercury says with a smile, shows him in one of my docile moods."

Mercury writes most of the songs and sets the outrageously sexual onstage style. That includes not only his lyrics but also the tight, satiny gear. "I'm thinking of being carried onstage by Nubian slaves and being fanned by them," Mercury tells interviewers. "In fact, I'm holding auditions now—but where to find a slave?" Parents groan, kids applaud, a new rock superact is born.

Bizarre stagery. It must surprise the parents to learn that Queen is an uncommonly educated lot. Mercury has a degree in graphics and illustration, and May has done graduate work in astronomy; Taylor studied biology and Deacon won first-class honors in electronics. Behind the bizarre stagery, in fact, Queen's musicianship is solid. Mercury plays the piano with competence. Although many of his songs suggest raw aggression, a gentler side can be heard in *Seaside Rendezvous*, a coy confection of muted harmonies and polite French phrases that is slyly reminiscent of jaded palms and '20s hotel orchestras. The new album also includes Drummer Taylor's [illegible] valentine to his auto, *In Love With My Car*:

Told my girl I just had to forget her.
Rather buy me a new carburettor.

BRITISH ROCK GROUP QUEEN
Kimonos to hot pants.

[illegible] made tracks saying this is the [illegible] kind now.
Cars don't talk back—they're just four-wheeled friends now.

Queen prides itself on not using synthesizers to fill out its sound. Guitarist May [illegible] dozens of electric guitar with varied amplifiers can simulate an entire orchestra. Queen's retinue includes technicians, roadies, sound and lighting engineers—needed to manage tons of equipment, including a dry-ice smoke generator and a bubble-blowing machine. Heavy rock, indeed.

Divorced. Glenda Jackson, 39, Academy Award-winning actress (*Women in Love, A Touch of Class*); and Stage Director Roy Hodges, 48; after 18 years of marriage, one child; in London.

•

Died. Vivian Wilson Henderson, 52, economist, author and president of predominantly black Clark College in Atlanta since 1965, while undergoing open-heart surgery after a heart attack; in Atlanta. Describing himself as an economist who happened to be a college president, the University of Iowa–educated Henderson argued that the key social issue in America was not race but class. Said he: "We have programs for combatting racial discrimination, but not for combatting economic class distinctions." The rise in student militancy brought accusations of "Uncle Tomism" from those who saw Henderson's membership on the Ford Foundation's board of trustees, as a dilution of his commitment to the black cause. Henderson's reply was to continue to fight for a full-employment strategy that would give a job to every American willing and able to work.

•

Died. Willis ("Ray") Nance, 62, a versatile musician who growled on the trumpet and wailed jazz on the violin for 23 years with Duke Ellington's band, after a long illness; in Manhattan.

•

Died. Angelo Ravagli, 84, self-proclaimed catalyst of D.H. Lawrence's novel of infidelity *Lady Chatterley's Lover*; in Spotorno, Italy. Ravagli made the claim, supported by at least one biographer, that Lawrence's wife Frieda could not resist his graceful good looks and finally yielded to him while the [illegible] stationed in Sorrento, at which point Lawrence discovered them *flagrante delicto*. Lawrence took literary revenge by writing *Lady Chatterley*. In 1930, after Lawrence succumbed to tuberculosis, Ravagli wrote to Frieda: "I am waiting for you." She came. Ravagli abandoned his wife and three children for Frieda and lived with her for nearly 20 years before they were married in 1950. When Frieda died in 1956, Ravagli inherited one fourth of her estate, which included accumulating royalties from *Lady Chatterley*. In 1959 the bans on *Lady Chatterley* were lifted, and for a time the novel's sales skyrocketed, making Ravagli rich from the book about his adultery.

•

Died. Isaac Yehuda Unterman, 90, Orthodox chief rabbi of the Ashkenazic Jewish community in Israel from 1964 to 1972 and a pioneer in the Zionist [illegible] in Jerusalem.

READING MISCUE INVENTORY CODING SHEET

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Reader: Grace Date: 2 Selection: Hail to Queen

Teacher: Clara Wrenn Class: School:

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 (A / P / M)	SOUND SIMILARITY 4 (A / P / M)	GRAMMATICAL FUNCTION 5 (A / P / M)	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION (No Loss / Partial Loss / Loss)	GRAMMATICAL RELATIONSHIPS (Strength / Partial Strength / Weakness / Overcorrection)
1	stayed	stayed											
2	unusual	unusual											
3	the	the											
4	change	change											
5	the	the											
6	showed	showed											
7	shocks	shocked											
8	[illegible]	[illegible]											
9	[illegible]	[illegible]											
10	[illegible]	[illegible]											
11	[illegible]	[illegible]											
12	Bonnie	Bonnie											
13	Russell	a											
14	Liberty	Liberty											
15	give	glass											
16	[illegible]	[illegible]											
17	[illegible]	[illegible]											
18	and	[illegible]											
19	[illegible]	[illegible]											
20	[illegible]	[illegible]											
21	[illegible]	[illegible]											
22	[illegible]	[illegible]											
23	[illegible]	[illegible]											
24	[illegible]	[illegible]											
25	[illegible]	[illegible]											

Column Total / Percentage: 96

Pattern Total / Percentage: 25

97 25

Graeme March 1. 1976.

In the house Wanda and Aunt Willie were still arguing. Sara could hear every word even out on the porch. Aunt Willie, who had been taking care of them since the death of their mother six years ago, was saying loudly, "No, not on a motorcycle. No motorcycle!"

Sara grimaced. It was not only the loudness of Aunt Willie's voice that she disliked. It was everything—the way she bossed them, the way she never really listened, the way she never cared what she said. She had once announced loud enough for everyone in Carter's Drugstore to hear that Sara needed a good dose of magnesia.

"It isn't a motorcycle, it's a motor *scooter*," Wanda was speaking patiently, as if to a small child. "They're practically like bicycles."

"No."

"All I want to do is to ride one half mile on this perfectly safe motor scooter—"

"No. It's absolutely and positively no. No!"

"Frank is very careful. He has never had even the tiniest accident."

No answer.

"Aunt Willie, it is perfectly safe. He takes his mother to the grocery store on it. Anyway I am old enough to go without permission and I wish you'd realize it. I am nineteen years old."

No answer. Sara knew that Aunt Willie would be standing by the sink shaking her head emphatically from side to side.

"Aunt Willie, he's going to be here any minute. He's coming all the way over here just to drive me to the lake to see the swans."

"You don't care *that* for seeing those swans."

"I do too. I love birds."

"All right then, those swans have been on the lake three days, and not once have you gone over to see them. Now all of a sudden you *have* to go, can't wait one minute to get on this devil motorcycle and see those swans."

"For your information, I have been dying to see them, only this is my first chance." She went out of the kitchen and pulled the swinging door shut behind her. "And I'm going," she said over her shoulder.

Wanda came out of the house, slammed the screen door, stepped over Boysie, and sat by Sara on the top step. "She never wants anyone to have any fun."

"I know."

READING MISCUE INVENTORY CODING SHEET

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Reader: GRAEME Date: MAR 1 76 Selection: SINGLED OUT
Teacher: CHRIS WORSNOP Class: — School: —

Miscue Number	Reader	Text
1	of	Willie
3	sitting	still
4	$ mat~	motorcycle
5	glimpsed	grimaced
6	$ tha~	bossed
7	rely	really
9	loudly	loud
10	drug	drugstore
11	Sara's	Sara
12	does	dose
13	$ mang~	Magnesia
14	It	They're
15	bicycle	bicycles
16	It was	It's
17	$ positinly	positively
18	been	even
19	lease	Finiest
20	you	you'd
21	—	that
22	had	had
23	there so	there
24	—	this
24	devil's	devil
25	pulling	pulled

	Intonation Y	Intonation P	Intonation N	Graphic Similarity Y	Graphic Similarity P	Graphic Similarity N	Sound Similarity Y	Sound Similarity P	Sound Similarity N
Column Total	15	6	1	14	7	1	8	6	8
Percentage	68	27	5	63	32	5	36	28	36
Question Total	22			22			22		

	No Loss	Partial Loss	Loss	Strength	Partial Strength	Weakness	Overcorrection
Column Total	17	5	3	15	2	6	2
Percentage	68	20	12	60	8	24	8
Pattern Total	25			25			

Column headings: Dialect 1, Intonation 2, Graphic Similarity 3, Sound Similarity 4, Grammatical Function 5, Correction 6, Grammatical Acceptability 7, Semantic Acceptability 8, Meaning Change 9, Comprehension, Grammatical Relationships

100

B5

Marie-Louise

Age 18, 6 months, Grade 12

Marie-Louise spent only one session with a partner, then read alone five times, then dropped out of school, and finally came back to take part in our plenary discussion. She quickly overcame her nervousness, and started reading very well, simply because we had told her that she could.

This girl had had no real reading problem in the beginning, but had been told too frequently that she had one, and had grown to believe it.

Before she left school, she astounded her English teacher by doing a very good job of reading aloud in front of her class.

Reader Marie Lacure Date 7 Jan 76 Selection The Silent Storm

Teacher Chris Worsnop Class School

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	Strength	Partial Strength	Weakness	GRAMMATICAL
1	the	—												N	Y	Y	N	✓			✓			
2	has	as			✓			✓					✓	Y	N	N	Y	✓			✓			
3	by	but				✓			✓				✓	N	N	N	P			✓			✓	
4	fat	from			✓			✓			✓			Y	Y	Y	N	✓						
5	—	with												N	Y	Y	Y		✓		✓			
6	Ellen	Helen			✓			✓			✓			Y	Y	Y	P	✓						
7	grabbed	crammed				✓			✓		✓			Y	Y	Y	N	✓						
8	grasping	grasped			✓			✓			✓			N	Y	Y	N	✓			✓			
9	moved	removed			✓			✓			✓			N	Y	Y	P		✓		✓			
10	he	Annie					✓			✓	✓			Y	Y	Y	Y	✓						
11	bought	brought			✓			✓			✓			N	Y	Y	P		✓		✓			
12	a	the					✓			✓	✓			N	P	P	P		✓				✓	
13	—	out												Y	Y	Y	N	✓						
14	to	the					✓			✓			✓	N	N	N	P			✓			✓	
15	make	take			✓			✓			✓			Y	Y	Y	P	✓						
16	loudly	aloud			✓			✓			✓			N	Y	Y	N	✓			✓			
17	fist	first			✓			✓				✓		N	P	P	P		✓				✓	
18	as	at			✓			✓				✓		Y	N	N	P	✓			✓			
19	a	in												Y	Y	Y	N	✓						
20	her lunch	—												Y	Y	Y	N	✓						
21	from	down				✓				✓		✓		N	N	N	P			✓			✓	
22	—	.		Y										N	P	P	P		✓				✓	
23	folding	folded			✓			✓			✓			Y	P	P	N	✓			✓			
24	would	went				✓		✓				✓		Y	N	N	P	✓			✓			
25	—	.		Y										N	P	P	P		✓				✓	
		COLUMN TOTAL			11	4	3	12	2	4	11	4	3	COLUMN TOTAL				15	7	3	14		7	
		PERCENTAGE			61	22	18	67	11	22	61	22	18	PERCENTAGE				60	28	12	40		25	
		QUESTION TOTAL					18			14			18	PATTERN TOTAL						26				2

Marie Louise
Lale Jan 76

THE ART OF PROPAGANDA

Advertisers have brought the art of propaganda very near to perfection. A consideration of the devices employed in advertisements may help us to recognize the tricks of other propagandists and to understand how immense and insidious is their influence. The advertiser has something to sell; it would be unreasonable to expect him to be disinterested. He wishes to present his goods in the most favourable manner possible. Accordingly he is unlikely to provide us with all the information that would enable us to form an independent opinion of the value of the article advertised. Frequently he has to create in us a felt want for his goods. Accordingly he will seek to arouse our emotions, appealing to our desire to be healthier, or more beautiful, or better dressed than we are. At the same time the skilful advertiser will support this appeal with some show of evidence that his goods are able to satisfy these desires.

Look at the advertisements in any newspaper or magazine that is at hand. Following my own advice I select a few specimens, slightly camouflaged to prevent complications.

A man and girl gaze at each other. An inscription says that as long as men can see they will respond to beauty. Then follows the advice: *Use this cream and awake the response that she does.*

A patent medicine is offered as an infallible cure for a common chest complaint. A promise is made that even the most obstinate cases will yield to this treatment. There follow 'letters of gratitude selected from hundreds'. A woman writes that she had despaired of ever being well, but now she is 'a different woman'. Eminent medical men and well-known public persons (unspecified) are said to have praised the treatment. The reader is assured: *Health is your right.* He believes that he has been offered evidence that this medicine will enable him to attain this right.

Notice how often you see advertisements containing such captions as the following:

'They all swear by . . .'
'Everybody is doing . . .'

'We are going to do . . . . Are you?'

'Trust the . . . baker.'

'Trust your dentist. *He* knows a good tooth-paste.'

'Some who know *good* . . . made this.'

'Good-bye to doubts when you see . . . trade mark.'

'Send them happy to school. Give them . . .'

'You want a healthy baby, don't you? Then . . .'

'Here's value you never saw before. Why don't you get a . . .'

'This is the brand that is used by men of action, men who DO things.'

'*This* soap is different.' .....

These captions, often accompanied by pictures, are designed, not only to arrest your attention, but also to appeal to your desire to do as others do or to obtain something which, it is suggested, would be good for you. Something is wrong with you and the advertisement tells you to trust the expert upon whom you must in the end rely. The advertiser reckons upon your not pausing to ask for any evidence that 'they all' swear by the goods offered, nor for evidence of the credentials of 'the expert' who hides so modestly behind the description. The purpose of the whole lay-out of the advertisement is to persuade you that you have been offered reliable evidence, although, in fact, you have not.

From *Thinking to Some Purpose*
by SUSAN STEBBING

The public buys its opinion as it buys meat, or takes in its milk, on the principle that it is cheaper to do this than to keep a cow. So it is, but the milk is the more like to be watered.

SAMUEL BUTLER (1853-1902)

Minus Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Overcorrection
1	$ insiduous	insidious			✓			✓			✓			N	N	N	Y			✓			✓	
2	advertisers	advertiser			✓			✓			✓			N	Y	Y	N	✓			✓			
3	his	he				✓			✓			✓		N	P	P	P		✓				✓	
4	tea	to			✓			✓				✓		N	P	P	P		✓				✓	
5	$ accorderly	accordingly			✓			✓			✓			Y	Y	N	P	✓			✓			
6	heather	healthier				✓		✓					✓	Y	N	N	Y	✓			✓			
7	advertisment	advertisements			✓			✓			✓			Y	Y	Y	N	✓						✓
8	a	as			✓			✓					✓	Y	N	N	P	✓			✓			
9	—	(s)		✓	—	—	—		—	—	—	—	—	N	P	P	Y	✓					✓	
10	—	is			—	—	—		—	—	—	—	—	N	P	P	P		✓				✓	
11	inflammable	infallible			✓			✓			✓			N	Y	Y	Y		✓		✓			
12	$ promo	promise			✓			✓					✓	Y	N	N	P	✓			✓			
13	grudge	gratitude				✓			✓		✓			Y	P	P	Y	✓			✓			
14	every	ever			✓			✓					✓	N	P	P	N	✓					✓	
15	iminent (I don't know)	eminent			✓			✓			✓			N	Y	P	Y			✓		✓		
16	reassured	assured			✓			✓			✓			Y	Y	Y	N	✓						✓
17	his	this			✓			✓			✓			N	Y	Y	N	✓			✓			
18	the	your					✓			✓	✓			N	Y	Y	N	✓			✓			
19	—	know												Y	N	N	Y	✓			✓			
20	tend	send			✓			✓			✓			Y	Y	P	Y	✓			✓			
21	—	... 'Cap.		✓										N	N	N	Y			✓			✓	
22	—	.		✓										N	P	P	N	✓					✓	
23	a	the					✓			✓	✓			N	Y	Y	N	✓			✓			
24	not	nor			✓			✓			✓			Y	Y	P	N	✓			✓			
25	for	of				✓			✓		✓			N	Y	Y	N	✓			✓			
		COLUMN TOTAL		3	14	4	2	15	3	2	14	2	4	COLUMN TOTAL				18	4	3	14	1	8	2
		PERCENTAGE			70	20	10	75	15	10	70	10	20	PERCENTAGE				72	16	12	56	4	32	8
		QUESTION TOTAL				20			20			20		PATTERN TOTAL					25				25	

Marie Louise, Feb 24, 1976.

the truth shall make you free

From *Living and Learning*,
THE HALL-DENNIS REPORT

The underlying aim of education is to further man's unending search for truth. Once he possesses the means to truth, all else is within his grasp. Wisdom and understanding, sensitivity, compassion, and responsibility, as well as intellectual honesty and personal integrity will be his guides in adolescence and his companions in maturity.

This is the message that must find its way into the minds and hearts of all of our children. This is the key to open all doors. It is the instrument which will break the shackles of ignorance, of doubt, and of frustration; that will take all who respond to its call out of their poverty, their slums, and their despair; that will spur the talented to find heights of achievement and provide every child with the experience of success; that will give mobility to the crippled; that will illuminate the dark world of the blind and bring the deaf into communion with the hearing; that will carry solace to the disordered of mind; imagery to the slow of wit and peace to the emotionally disturbed; that will make all men brothers, equal in dignity if not in ability; and that will not tolerate disparity of race, colour, or creed.

This above all is our task: to seek and to find the structure, the organization, the curriculum, and the teachers to make this aim a reality in our schools and in our time.

We stand today in the dawn of our second century and assess the field of future education. Surrounded by the greatest array of learning paraphernalia we have ever seen, and immersed in new knowledge we must not lose sight of the human needs that the new dawn brings. We are at once the heirs of the past and the stewards of the future, and while we take pride in our inheritance, we can ill afford to bury our talents in the soils of satisfaction. We have in our hands means of change for human betterment that few people of the world enjoy. We must find a way to their application that will germinate the seeds of a more fruitful way

of life . . . for all Canadians, and hopefully the harvest will make its contribution to all mankind.

Seen in this light, ours is no vision of education for a provincial priority or traditional national pride, but for the good of all men. It is a vision of greatness and dignity for the individual through the exercise of public and private responsibility. At no time in our history have we had a better vantage point from which to view the role of Canadians in the affairs of man. Perhaps, too, no better opportunity has been offered to transcend the ordinary conditions of our free society and reach a new plateau of human commitment to the common good.

There is no country in the world where there are fewer impediments to the good life for all. We have an opportunity to build here upon the northern half of this continent a nation of educated and healthy people. Nature itself favors such a possibility. While climatic conditions in the northern areas are often forbidding, the country as a whole is singularly free of those uncontrollable hazards to be found in so many parts of the world. It is for us to organize our resources in harmony with our favored situation that Canada may become a showplace of man's humanity to man. We will rightly stand condemned by history if we fail to provide what our people need and what our resources and our know-how make readily possible.

I can't remember anything
– to improve our country
make education better
make canadians be more responsible

Rather than love, than money, than fame, give me truth.

HENRY D. THOREAU (1817-1862)

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Overcorrection
1	underlaying	underlying			✓			✓			✓			N	Y	Y	N	✓			✓			
2	—	to			—		—	—		—	—		—	N	P	P	N	✓					✓	
3	$ alodel	adolescence				✓			✓				✓	Y	N	N	Y	✓			✓			
4	communic'	communion			✓			✓					✓	Y	P	P	P	✓			✓			
5	imaginary	imagery			✓	!		✓					✓	N	N	N	Y			✓			✓	
6	—	a			—		—		—	—		—	—	N	P	P	P		✓				✓	
7	emotional	emotionally			✓			✓				✓		N	P	P	N	✓					✓	
8	—	in					—			—			—	N	Y	Y	N	✓			✓			
9	a	—					—			—			—	N	Y	Y	Y		✓		✓			
10	$ riculum	curriculum			✓	✓		✓			✓			N	Y	P	P	✓			✓			
11	para' phen' nalia (Idea' Kind)	paraphernalia			✓			✓			✓			N	Y	P	P		✓		✓			
12	—	a			—		—	—		—			—	N	P	P	P		✓					
13	souls	soils			✓			✓			✓			N	P	P	P		✓					
14	and	that					✓			✓		✓		N	P	P	N	✓					✓	
15	the	a					✓			✓	✓			Y	Y	P	P							✓
16	—	a			—		—	—		—	—		—	N	P	P	N		✓				✓	
17	not	no			✓			✓				✓		N	P	P	N	✓					✓	
18	—	where			—		—	—		—	—		—	N	N	N	N	✓					✓	
19	im' pediments	impediments			✓			✓			✓			N	Y	Y	N	✓			✓			
20	of	for				✓			✓		✓			Y	Y	Y	N	✓						✓
21	—	.			—		—	—		—	—		—	N	P	P	N	✓					✓	
22	—	a			—		—	—		—	—		—	N	P	P	P	✓					✓	
23	in	in			✓			✓					✓	N	N	N	P			✓			✓	
24	which	with			✓			✓				✓		Y	P	P	P	✓			✓			
25	show	showpiece				✓			✓				✓	Y	P	P	P	✓						
		COLUMN TOTAL			11	3	2	11	3	2	7	4	5	COLUMN TOTAL				17	6	2	10		13	2
		PERCENTAGE			69	19	12	69	19	12	44	25	31	PERCENTAGE				68	24	8	40		52	8
		QUESTION TOTAL				16			16			16		PATTERN TOTAL				25				25		

cess for the few; because it points the way to comfortable attainment of failure for everybody.

My young daughter, when I enthusiastically explained this to her pointed out that if I were to write this thesis in the form of an article and sell it, I would be cutting myself off from humanity by being successful.

I had to smile faintly at her naiveté. Poor dear! She was obviously too young to see that I had passed on to the next stage: I was even failing to achieve failure, and that was the ultimate failure of all.

ISAAC ASIMOV

Marie Louise

27 Feb 76.

Can you believe your eyes?

None of us has ever seen Alexander the Great emerging from his tent. If there had been television in his day and we could look at the tape, would we know him any better, as we think we now know a John F. Kennedy or a Lyndon B. Johnson when we see them, on television news, emerging from a convention?

None of us has ever heard Julius Caesar speak. But if there had been radio in his day and we could listen to the recording, would we know him any better, as we think we know something important about Franklin D. Roosevelt from his fireside chats?

The answer is far from clear. Of all historical evidence, the public presence of voice or of physical appearance is the most revealing but can also be the most misleading. Yet the problem of historical evidence is raised every night on television news, when we are asked to accept what we see and hear as genuine. It is raised especially by the two most important television news programs in the United States: Huntley-Brinkley on NBC, and Walter Cronkite on CBS. Millions of people have to decide not so much whether they can believe what they are told but whether they can believe what they see flickering in front of them.

"The evidence of their own eyes": but that is precisely what is not available to them. What *is* available is the evidence, first, of the camera, making its own selection, dictating its own terms; and it is the evidence, then, of the small screen—still the best description of television—which in turn dictates to the camera. Can television, by its nature, ever tell the truth?

Amid all the pretentiousness of his theorizing, Marshall Mc-

Luhan is right to this extent: the medium is the message. Television does not merely create news. That is an old business practiced for generations by newspapers. Television creates its own events, something even the most imaginative newspaper reporter cannot do. The newspaperman can only create words, and however powerful they may be, words do not *happen* over the breakfast table as television *happens* in a living room. Thomas W. Moore, ABC's president, came very near to the point when he said: "It is difficult to retain one's perspective when, without leaving the security of our living rooms, we become witness to such startling events as the assassination of an assassin, or a war in progress."

It is because television *happens* in this way that people begin to think that the small excerpts from life which they see on the screen in their living rooms are more "real" than the life which they experience around them. There is a vital margin of difference between saying, "Did you see the report in *The New York Times* of the massacres in the Congo?" and saying, "Did you see the massacres in the Congo on television last night?" The first remark implies only that one has seen a report which may conflict with a report from another source. The second implies that one has seen the event itself. However carefully television is used, it cannot avoid this deception.

Violence is the stuff of television, and the question of how to deal with it is the most important one confronting the medium.

To be sure, the same question confronts newspapers; but the impact of violence—whether a boxing match, a riot, or a massacre—is much greater in a moving picture than in a still picture or in descriptive prose. Violence is movement—the raising of an arm, the smashing of it on someone's head—and movement is what television cannot help emphasizing.

In covering violent situations, three distinct characteristics of television conspire to intensify both its special problems and the special temptations to which it is exposed. There is, first, the limitation of time. A lead news story in a paper such as *The New York Times* may take twenty minutes to read; in a popular newspaper or a tabloid, as many as ten. There simply is not this time available in television news. In the reporting of all news, the

means concentration to the point of distortion. In the reporting of violence, it means concentration on the violent incident to the exclusion of the whole event.

An outstanding example of such distortion was the police attack on civil rights marchers at the Selma, Alabama, bridge in March, 1965. I was not present myself. But I do not know one reporter who was present, and whose opinion I trust, who does not point out that there was first a prolonged period during which police and demonstrators faced each other, without violence, in an atmosphere of unbearable tension, and who does not agree that the tension had to break in the form of police action.

Television news—except in special features and documentaries—did not, and could not, show this preliminary encounter. Three minutes of film is an extended sequence in a news program, and the time is best filled with action, not inaction. On the other hand, a single phrase in a newspaper story, placed correctly, where it carries weight, can put even an extended description of violence in perspective.

The point of such perspective is not to excuse any eventual police brutality, but to explain it. Without this explanation, whether implicit or explicit, one begins to think that brutality is automatic, that the police will always behave in such a manner; demonstrators begin to think that they can, and should, goad the police; and the police begin to think that, since restraint is so frail anyhow, they may as well give way to exasperation from the start.

There is, secondly, television's tendency to produce self-generating news. The problem arose most notably during the disturbances in Watts; but it has arisen, again and again, whenever there have been similar disturbances in other cities. However spontaneous the original outbreak of violence, an external provocation is added once it has occurred. That provocation is the presence of television cameras in the middle of the trouble spots.

This is especially true on the night after the original outbreak. Then, as dusk gathers, television cameramen and reporters move into the streets looking—literally looking—for trouble, and the crowds begin to play up to them. Their presence is very different from the presence of newspaper reporters, who either roam around, hardly distinguishable, or lounge in bars until they hear that action has broken out somewhere down the block. Television, merely by

its presence, helps to create incidents and then itself remains part of the happening. There is no doubt that this participation occurred after the first night in Watts, and again last summer in Chicago.

But in order to create on the screen the impression of continuous disturbance, of continuing riots, television needs only one incident. One spectacular incident of violence can occupy a two-minute sequence in a news program just as impressively as a series of incidents. Much of the Watts film is a classic example of this, showing that it needs only one defiant boy and only one hot-headed policeman to suggest that a neighborhood is aflame.

Tutor: "Read the rest silently, please."

Finally, in this matter of violence, there is the size of the screen, the limitations which it imposes, the temptations it offers. At the end of last summer, television news showed some alarming pictures of white men and women in the Chicago suburb of Cicero screaming abuse at some Negro marchers. Their hating faces—a dozen of them, perhaps—filled the screen. They looked as if they were a representative example of a much larger crowd. But anyone who was there knows that these particular whites were only a small part of the crowds in the streets; and that the crowds themselves were only a small part of the total white population of Cicero. To a vital extent, television that night distorted badly.

What all this amounts to is not only that people sitting in their homes begin to think that all police are brutal, that all demonstrators are violent, that all disturbances are riots, that all crowds are aggressive; the fact that they usually go through each other without either meeting or themselves displaying violence becomes less real to them than the violence on the small screen.

Anyone who has appeared regularly on television knows that complete strangers think they have actually met him. They smile or nod at him in the street or across bars; they approach him to shake his hand; they even ask him to drop in when next he is around their way, as if they really believe that he has been in their homes. It is this imaginary "real" presence of television in people's living rooms which is the background to the whole problem. Such much of the feeling of living in a condition of perpetual crisis, the agitation arising from it, comes from a sense of being a wit

[1] During the Democratic Party Convention, August, 1968.

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	GRAPHIC SIMILARITY 3 P	GRAPHIC SIMILARITY 3 N	SOUND SIMILARITY 4 Y	SOUND SIMILARITY 4 P	SOUND SIMILARITY 4 N	GRAMMATICAL FUNCTION 5 Y	GRAMMATICAL FUNCTION 5 P	GRAMMATICAL FUNCTION 5 N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	COMPREHENSION Partial Loss	COMPREHENSION Loss	GRAMMATICAL RELATIONSHIPS Strength	GRAMMATICAL RELATIONSHIPS Partial Strength	GRAMMATICAL RELATIONSHIPS Weakness	GRAMMATICAL RELATIONSHIPS Overcorrection
1	—	and				—			—			—		N	Y	Y	N	✓			✓			
2	—	a				—			—			—		N	Y	Y	N	✓			✓			
3	—	?				—			—			—		N	Y	Y	N	✓			✓			
4	the	of					✓			✓	✓			N	Y	Y	N	✓			✓			
5	—	two				—			—			—		N	Y	Y	N	✓			✓			
6	do								—			—		Y	Y	Y	N							✓
7	—	and				—			—			—		N	N	N	N			✓			✓	
8	$ pretentiousness	pretentiousness			✓			✓			✓			Y	Y	Y	N	✓						✓
9	theorize	theorizing			✓			✓					✓	N	Y	Y	N		✓			✓		
10	his	this			✓			✓			✓			Y	N	Y	N	✓			✓			
11	events	events		✓	✓			✓						N	Y	Y	N	✓					✓	
12	presidents	president			✓				✓		✓			Y	Y	Y	N	✓			✓			
13	the	as						✓			✓			N	Y	Y	N	✓						✓
14	that	the				✓	✓			✓	✓			N	Y	Y	N	✓			✓			
15	evident	event			✓			✓					✓	N	Y	Y	N	✓			✓			
16	?	—				—			—			—		N	Y	Y	N		✓			✓		
17	—	of				—			—			—		N	Y	Y	N	✓					✓	
18	—	of				—			—			—		N	Y	Y	N							
19	a	—				—			—			—		N	Y	Y	N	✓			✓			
20	the	and					✓			✓		✓		N	Y	Y	N	✓			✓			
21	tabl loid	tabloid		✓	✓				✓		✓			N	Y	Y	N		✓					
22	$ disot	distortion				✓			✓				✓	N	N	N	Y			✓			✓	
23	$ exclude	exclusive			✓				✓				✓	N	N	N	Y			✓				
24	$ disortion	distortion			✓			✓			✓			N	N	N	N		✓				✓	
25	the	which					✓			✓			✓	N	N	N	N		✓				✓	
		COLUMN TOTAL			9	2	14	6	5	14	9	3	14	COLUMN TOTAL				17	5	3	13	2	7	3
		PERCENTAGE			60	13	27	40	33	27	60	13	27	PERCENTAGE				68	20	12	52	8	28	12
		QUESTION TOTAL			15			15			15			PARTIAL TOTAL				25			25			

Marie Louise 1 March 76.

21-gun salute, Trudeau, Castro and Cuban President Osvaldo Dorticós Torrado climbed into a lime-green Soviet-made limousine for the eight-mile drive into Havana.

Followed by open security cars and a convoy of black Soviet limousines and Argentine-built Ford Falcons, the lead car—with Trudeau and hosts standing—swept along a highway lined two- and three-deep with 100,000 cheering Cubans waving paper Canadian and Cuban flags. Havana radio and television carried running coverage of the scene, interspersed with capsule histories of Canada. At the point where the procession turned into the heavily guarded, walled section of Havana known as the Lagaito, where the Trudeaus stayed, the crowd abruptly ended. Later in the evening, the P.M. and Margaret emerged to attend a reception at a marble, glass and concrete hall in another part of the Lagaito. Castro, in a general's uniform with gold maple leaves and a single star, chatted with the Trudeaus on a terrace overlooking a pool while troupes of dancers, musicians and singing schoolchildren entertained. When the show broke up, Castro, who responds to children much like the Pied Piper, waded into the crowd of youngsters, dragging his guests along.

The next morning, Trudeau plunged into a heavy round of talks and travel with Castro. Arriving at Havana's Palacio de la Revolución, Trudeau found Castro and his key ministers waiting. The Premier opened the proceedings by unbuckling his gun belt, companionably remarking "I guess I won't need this now." Later, Castro and the Trudeaus drove to nearby Alamar to see a massive showpiece housing development for 23,000 people, with Castro at the wheel of their jeep.

The party also stopped off at a cattle-breeding station where attempts are being made to cross Canadian Holsteins with Cuban stock. The man in charge there was Castro's look-alike older brother Ramón. A cheery, outspoken fellow whom the Canadians took to describing as "Cuba's Eugene Whelan," Ramón explained his project and illustrated his points with earthy stories. Margaret, with Michel in a canvas sling on her back, patted cows and giggled. Trudeau did his best to look intensely interested. A helicopter then whisked Castro and the Trudeaus off to a tiny island near the Bay of Pigs, where the two leaders went snorkeling for their supper—fish chowder and fried red snapper. After 2½ hours of talks, Castro bunked down aboard a Cuban patrol boat that was tied up at the island, while the Trudeaus went to bed in a simply furnished 75-year-old house.

The talks were carried out throughout, said a Canadian official, in "a cordial, very businesslike and pleasant atmosphere." Trudeau explained Canada's Third Option, stressing that it did not mean a rejection of traditional relations with the U.S. Castro described Canada as "one of our two friends" in the Western Hemisphere, referring to the fact that only Canada and Mexico among hemisphere nations have maintained normal relations since the Castro takeover in 1959. On trade, Castro indicated that he was worried about Cuba's deficit with Canada and suggested Canada buy more sugar, even though its Cuban sugar bill

NOW IT'S "TURISMO SANO"

Pierre Trudeau and his entourage were not the only Canadians getting away from it all in Cuba last week. Among the islands in the sun, Cuba is rapidly becoming a hot ticket for the winter-weary. Of the 70,000 tourists who lazed on Cuba's white-sand beaches last year, more than half were Canadians. This winter, between 31,000-36,000 Canadians will flock to Cuba aboard charter flights from six cities. The two largest firms operating package tours to Cuba, Unitours (Canada) Ltd. and Suntours Ltd., are heavily booked for three months ahead.

The boom in travel to Cuba is all the more remarkable in view of the sharply mixed reviews from returning vacationers. Along with unstinting praise for the peace, tranquillity and unexcelled beaches to be found on Castro's island, there are grumbles about below-par hotel accommodation, monotonous meals and a frustratingly narrow range of vacation activities.

The Canadian invasion has grown to a major migration since 1972, when Toronto's Unitours pioneered the first North American package tour to post-revolutionary Cuba. That winter 2,400 Canadians joined Russian and other Soviet-bloc tourists on the island. By 1974-75, 23,000 Canadians made up the largest national group of visitors.

Cuba is cheaper—though not, on the surface, spectacularly so—than other Caribbean islands. Package tours, which the Cuban government favors over individual travel, range from $329-$463 for a week from Montreal and Toronto. This cost compares with $329-$429 for a week in Haiti, $383-$629 in Barbados or $349-$469 in Jamaica. But unlike most other island tours, Cuban packages are comprehensive. The price includes all meals, and there are other savings. Tipping is forbidden by law in Cuba, and there is precious little else for a tourist to spend money on.

Cuba today offers a spartan contrast to the Shangri-La of sin and sun that flourished under Fulgencio Batista, the strongman toppled by Castro in 1959. Intent on instituting *un turismo sano* (a healthy tourism), the Castro regime provides only the kind of services it deems suitable in a Communist state, and that it can afford. There is no gambling, some prostitution, few luxuries. Once-elegant, former U.S.-owned hotels and villas are often badly in need of refurbishing. Bath, air conditioning, erratic hot water and electrical blackouts are routine. In a country where nearly all food is rationed, meals (fish, black beans and white rice, ice cream) tend to be of indifferent quality. "I hated the food," says a Montreal woman who visited Cuba last fall. "It was rice, dried-out red snapper, and stew or chili con carne every day. We were

CANADIAN TOURIST RELAXING AT CUBAN RESORT

soared from $6.8 million in 1973 to $58 million in 1974.

Both men skirted the subject of Angola in their first set of talks, but Trudeau later brought the issue into the open by observing that Cuba's intervention there seemed inconsistent with its declared policy of noninterference in the affairs of Latin American countries. Castro's reply: the Soviet-backed Popular Movement for the Liberation of Angola is the country's legitimate government and, as such, asked Cuba for assistance. "There was no bitterness," said a member of the Canadian party. "Our relations are good enough that we can explain just how we feel on an issue." Later, Trudeau told a Havana press conference that, while he and Castro disagreed on Cuban troops fighting in Angola, "it was obvious to me that Premier Castro had made this decision with a great deal of thought and feeling. I've a better insight into socialist reasoning on the matter."

Trudeau was genuinely impressed with the strides Cuba has taken in agriculture, housing, education and health care. Trudeau noted that even Cuban medical students are required to do manual labor as part of their education. Perhaps "it wouldn't be a bad thing," he suggested to newsmen, "if students in Canada were obliged to take a greater part in physical work for their country." A reporter asked Trudeau how he would respond if critics viewed his Cuba visit as evidence of an anti-American and pro-Communist attitude. "In the short run, some Americans and some Canadians may feel that," acknowledged Trudeau, but he went on to suggest that it may not be long before the U.S.

MARGARET TRUDEAU SNAPPING PHOTOS IN MEXICO

served no vegetables or fruit." While some resorts do better than that, dining does tend to be a dry business. Most hotels serve one bottle of watery Cuban beer or a single glass of wine with meals.

A more pervasive complaint is that there is not much to do. Deep-sea fishing is advertised, but boats are only sporadically available. Shopping is limited to a few government-operated tourist stores where the only items of interest, apart from souvenir trinkets, are rum (around $3.60 a quart) and Cuban cigars (about $15 for 25 Monte Cristo No. 4s). Night life is sparse, and the best nightclub show in town, the Tropicana, has about as much zing as a 1950s Ed Sullivan act. "We went to Havana to do some nightclubbing," says Douglas Bruce, a Prince Albert, Sask., travel agent. "The government required us to go with an escort. We went to one club where we were allowed two drinks and a snack. That was it."

There are organized outings to the Bay of Pigs, to the magnificent estate once owned by the Du Pont family, or perhaps a Cuban school or a sugar cane factory. Tourists are not encouraged to roam. Cars cannot be rented, and taxis are difficult to come by. Snapping photographs is prohibited, for no clear reason, in Revolutionary Squares. "We were told not to leave Veradero," says Mrs. Janet Tolosa, a Montreal teacher who went to Cuba over Christmas with her Spanish-speaking husband. "The same was true in Havana. We were put in a hotel after a tour of the city and told not to leave it."

Yet despite such irritants, many tourists are won over in the end by the rather shy friendliness of the few Cubans they do meet—and the fact that they are obviously trying so hard to please. "The people were friendly and anxious to help," says Calgary Business Executive George Harris. "We knew we wouldn't be getting Hilton service. But the Cubans really tried." Says Fredericton Travel Agent Jacqueline Garland: "It's the friendly Cuban people, and the way Canadians are treated, which makes it so nice." Against that, Winnipeg Broadcaster Irene Carter found that "the only thing that put me off was the Canadians. Some of them wanted everything to be just so. You have to realize the revolution is still going on. You have to be prepared to adapt."

The Canadian visitors appear to be doing just that. Travel agents report that already a large number of vacationers are returning for a second time. The volume of traffic is likely to jump again later this year when Air Canada and Cubana Airlines begin scheduled flights between Havana and Toronto and Montreal. In the meantime, Toronto's Suntours Ltd. has brought out a brochure, *So You Want to Go to Cuba*, to prepare prospective visitors for the no-frills treatment. "It is a matter of changing the expectations of travelers," says a Suntours representative, "not changing the country. Cuba is saying, 'Please come, see our country. But don't criticize what we have, and don't try to change us.'"

HAVANA GAMBLING CASINO IN PRE-CASTRO DAYS

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial-Strength	Weakness	Overcorrection
1	en'fouridge	entourage		✓	✓			✓			✓			N	Y	Y	P		✓		✓			
2	the	a					✓			✓	✓			N	Y	Y	N	✓			✓			
3	two the	the two			✓			✓					✓	Y	N	N	P	✓			✓			
4	all along	along			✓			✓			✓			Y	Y	Y	N	✓						✓
5	unst - I don't know	unstriting				✓			✓				✓	N	N	N	Y			✓			✓	
6	—	a												N	Y	Y	N	✓			✓			
7	$ comment	contingent				✓			✓		✓			N	Y	N	Y			✓		✓		
8	—	-(hyphen)												N	P	P	P		✓				✓	
9	from	for			✓			✓			✓			Y	P	P	N	✓			✓			
10	$ redgim	regime		✓	✓				✓		✓			N	P	P	Y			✓			✓	
11	one	once			✓			✓				✓		N	Y	Y	N	✓			✓			
12	$ blakely	balky			✓			✓			✓			N	P	P	P		✓				✓	
13	routine	rationed				✓			✓		✓			N	Y	Y	P		✓		✓			
14	soon	sporadically					✓			✓	✓			N	Y	Y	P		✓		✓			
15	4	4s			✓			✓			✓			N	Y	Y	P		✓		✓			
16	Hanavana	Havana			✓			✓			✓			N	Y	Y	N	✓			✓			
17	do	go			✓			✓			✓			Y	Y	Y	N	✓						✓
18	—	to												N	Y	Y	N	✓			✓			
19	—													N	P	P	N	✓					✓	
20	friendly -	friendliness			✓			✓			✓			Y	P	P	N	✓			✓			
21	couldn't	wouldn't			✓			✓			✓			Y	Y	Y	P	✓						✓
22	agents	against				✓			✓				✓	Y	N	N	Y	✓			✓			
23	—	to												N	P	P	N	✓					✓	
24	Cuba says	Cubans say			✓			✓			✓			N	Y	Y	N	✓			✓			
25	civil	criticise				✓				✓			✓	Y	N	N	Y	✓			✓			
		COLUMN TOTAL			13	5	2	12	5	3	15	1	4	COLUMN TOTAL				16	6	3	15	1	6	3
		PERCENTAGE			65	25	10	60	25	15	75	5	20	PERCENTAGE				64	24	12	60	4	24	12
		QUESTION TOTAL					20			20			24	PATTERN TOTAL						25				25

READING MISCUE INVENTORY CODING SHEET

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Reader: Michael Date: 7 Jan 76 Selection: Dorie Miller
Teacher: Chris Wasnugo Class: School:

Miscue Number	Reader	Text
1	the	—
2	the	his
3	club	clubs
4	—	that
5	days	minutes
6	pacific	public
7	messroom	messman
8	an	—
9	explosion	explosions
10	a	—
11	—	a
12	from	the
13	stem	stems
14	the	—
15	$ Messen	Messman
16	lift	lifted
17	the	his
18	the	a
19	the	two
20	the	—
21	sacks	stacks
22	the	that
23	the	—
24	—	the
25	metal	medal

	Dialect 1	Intonation 2	Graphic Similarity 3 Y	P	N	Sound Similarity 4 Y	P	N	Grammatical Function 5 Y	P	N
COLUMN TOTAL			8	3	5	8	3	5	13	3	
PERCENTAGE			50	19	31	50	19	31	81	19	
QUESTION TOTAL			16			16			16		

	Comprehension: No Loss	Partial Loss	Loss	Grammatical Relationships: Strength	Partial Strength	Weakness	Overcorrection
COLUMN TOTAL	22	3		19		2	4
PERCENTAGE	88	12		76		8	16
PATTERN TOTAL	25			25			

Correction 6 · Grammatical Acceptability 7 · Semantic Acceptability 8 · Meaning Change 9

READING MISCUE INVENTORY CODING SHEET

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Reader: Michael
Teacher: Chris Wasnerd
Date: 7 Jan 76
Class:
Selection: Doris Miller
School:

Miscue Number	Reader	Text	Dialect 1	Intonation 2	Graphic Similarity 3 Y	Graphic Similarity 3 P	Graphic Similarity 3 N	Sound Similarity 4 Y	Sound Similarity 4 P	Sound Similarity 4 N	Grammatical Function 5 Y	Grammatical Function 5 P	Grammatical Function 5 N	Correction 6	Grammatical Acceptability 7	Semantic Acceptability 8	Meaning Change 9	Comprehension: No Loss	Comprehension: Partial Loss	Comprehension: Loss	Grammatical Relationships: Strength	Grammatical Relationships: Partial Strength	Grammatical Relationships: Weakness	Grammatical Relationships: Compensation
1	the	—												Y	Y	Y	N	✓						✓
2	the	his					✓			✓	✓			N	Y	Y	N	✓			✓			
3	club	clubs			✓			✓			✓			N	Y	Y	N	✓			✓			
4	—	that												N	Y	Y	N	✓			✓			
5	days	minutes					✓			✓	✓			N	Y	Y	P		✓		✓			
6	pacific	public				✓			✓		✓			Y	P	P	Y	✓			✓			
7	messroom	messmen				✓			✓		✓			Y	P	P	P	✓			✓			
8	an	—												N	Y	Y	N	✓			✓			
9	explosion	explosions			✓			✓			✓			N	Y	Y	N	✓			✓			
10	a	—												N	P	P	N	✓					✓	
11	—	a												Y	P	P	N	✓			✓			
12	from	the					✓			✓		✓		N	P	P	P		✓				✓	
13	stem	stem			✓			✓			✓			N	Y	Y	P		✓		✓			
14	the	—												Y	P	P	P	✓			✓			
15	$ Messen	Messman	✓		✓			✓				✓		N	Y	Y	N	✓			✓			
16	lift	lifted			✓			✓				✓		Y	N	N	N	✓			✓			
17	the	his					✓			✓	✓			N	Y	Y	N	✓			✓			
18	the	a					✓			✓	✓			Y	Y	Y	N	✓						✓
19	the	two				✓			✓		✓			N	Y	Y	N	✓			✓			
20	the	—												N	Y	Y	N	✓			✓			
21	sacks	stacks			✓			✓			✓			Y	Y	Y	N	✓						✓
22	the	that			✓			✓			✓			N	Y	Y	N	✓			✓			
23	the	—												Y	P	P	N	✓			✓			
24	—	the												Y	P	P	P	✓			✓			
25	metal	medal			✓			✓			✓			Y	Y	Y	N	✓						✓
		COLUMN TOTAL			8	3	5	8	3	5	13	3		COLUMN TOTAL				22	3		19		2	4
		PERCENTAGE			50	19	31	50	19	31	81	19		PERCENTAGE				88	12		76		8	16
		QUESTION TOTAL					16			16			16	PATTERN TOTAL						25			25	

READING MISCUE INVENTORY CODING SHEET

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Reader: [illegible] Date: 3 Feb 76 Selection: Bill, Bi and Bobinson

Teacher: Chris Worknop Class: School:

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Disassociation
1	up	—												N	Y	Y	N	✓			✓			
2	with	which				✓		✓				✓		Y	P	P	N	✓			✓			
3	and	an			✓			✓					✓	N	N	N	N	✓					✓	
4	—	about the												Y	P	P	N	✓			✓			
5	—	— (hyphen)												N	Y	Y	N	✓			✓			
6	successful	success			✓			✓					✓	Y	P	P	N	✓			✓		✓	
7	No	act	✓		✓			✓			✓			N	Y	Y	N	✓			✓			
8	—	.		✓										N	P	P	N	✓					✓	
9	that	by					✓			✓		✓		Y	P	P	P	✓			✓			
10	the	what					✓			✓		✓		N	Y	Y	N	✓			✓			
11	unlimitedly	ultimately			✓			✓			✓			N	P	P	P		✓				✓	
12	The	this				✓			✓		✓			N	Y	Y	N	✓			✓			
13	surprising	surprisingly	✓		✓			✓				✓		N	Y	Y	N	✓			✓			
14	forkays	forkiss			✓			✓			✓			N	Y	Y	N	✓			✓			
15	But	Being				✓			✓				✓	N	P	P	P		✓				✓	
16	the	—												N	Y	Y	N	✓			✓			
17	an	—												N	Y	Y	N	✓			✓			
18	—	pet												N	P	Y	P		✓		✓			
19	—	a												Y	P	P	N	✓			✓			
20	—	and												N	Y	Y	N	✓			✓			
21	climb	unb				✓		✓				✓		Y	N	N	P	✓			✓			
22	the	—												Y	Y	Y	N	✓						✓
23	—	World												Y	Y	Y	N	✓						✓
24	—	.		✓										N	P	P	P		✓				✓	
25	—	.		✓										N	P	P	P		✓				✓	
		COLUMN TOTAL	2	3	6	4	2	8	2	2	4	5	3	COLUMN TOTAL				20	6		17		6	2
		PERCENTAGE			50	33	17	68	17	17	33	42	25	PERCENTAGE				80	20		68		24	8
		QUESTION TOTAL					12			12			12	PATTERN TOTAL					25				25	

Michael — 24, Feb 76

Hail to Queen

Smoke machines flood the stage with a primordial haze. Colored lights flash, and chain-mail costumes shine in the gloom. A guitar swoops through a sonic blizzard that might have been whipped up by Led Zeppelin. Whirling at the center of this musical maelstrom is a lanky, dark-haired lout. He shouts in a girlish tenor, drops his kimono, strips to hot pants and tosses roses to adoring teeny-boppers.

Could it be The Who? David Bowie, perhaps? Or a Ken Russellized version of Liberace? None of the above. "We're just Queen," says Freddie Mercury, 29, the group's lead singer, pianist and songwriter. Adds Guitarist Brian May: "We're not styled on anybody."

For five years Mercury and May and their two colleagues, Drummer Roger Meddows Taylor and Bass Guitarist John Deacon, did not have much to show for their declared independence. They suffered from what Taylor describes as "a distinct lack of money." But lately Queen's fortunes have been rising fast. Under the guidance of Manager John Reid, 26, who also handles Elton John, Queen has become the monarch of British rock. A few weeks ago, *Bohemian Rhapsody*, a six-minute cut that mingles introspection with Gilbert and Sullivan operatics, hit the top of the British music charts. Queen's fourth LP, *A Night At The Opera* (Elektra), has passed the million-seller mark worldwide. Last week the group began a six-week tour of 21 U.S. cities.

Once they absorb Queen's campy style, American audiences will be dazzled by the sound: gleaming *a cappella* vocal harmonies that arise from such pieces as *The Prophet's Song*. Words emerge with a cut-glass clarity that is rare in rock. Unfortunately, Queen's lyrics are not the stuff of sonnets. In *Death On Two Legs*, Mercury hurls a series of enunciated curses: "You suck my blood like a leech . . . you're a sewer rat decaying in a [illegible] of pride." The song, Mercury says with a smile, shows him in "one of my docile moods."

Mercury writes most of the songs and sets the outrageously sexual onstage style. That includes not only his lyrics but also the tight, satiny gear. "I'm thinking of being carried onstage by Nubian slaves and being fanned by them," Mercury tells interviewers. "In fact, I'm holding auditions now—but where to find a slave?" Parents groan, kids applaud, a new rock superact is born.

Bizarre Stagery. It must surprise the parents to learn that Queen is an uncommonly educated lot. Mercury has a degree in graphics and illustration, and May has done graduate work in astronomy; Taylor studied biology and Deacon won first-class honors in electronics. Behind the bizarre stagery, in fact, Queen's musicianship is solid. Mercury plays the piano with competence. Although many of his songs suggest raw aggression, a gentler side can be heard in *Seaside Rendezvous*, a coy confection of muted harmonies and polite French phrases that is slyly reminiscent of potted palms and '20s hotel orchestras. The new album also includes Drummer Taylor's wry valentine to his auto: *I'm In Love With My Car*:

Told my girl I just had to forget her.
Rather buy me a new carburettor,

BRITISH ROCK GROUP QUEEN
Kimonos to hot pants.

So she made tracks saying this is the end now.
Cars don't talk back—they're just four-wheeled friends now.

Queen prides itself on not using synthesizers to fill out its sound. Guitarist May's complex overdubbings of electric guitar with varied amplifiers can simulate an entire orchestra. Queen's retinue includes technicians, roadies, sound and lighting engineers—needed to manage tons of equipment, including a dry-ice smoke generator and a bubble-blowing machine. Heavy rock, indeed.

MILESTONES

Divorced. Glenda Jackson, 39, Academy Award-winning actress (*Women in Love, A Touch of Class*); and Stage Director Roy Hodges, 48; after 18 years of marriage, one child; in London.

▪

Died. Vivian Wilson Henderson, 52, economist, author and president of predominantly black Clark College in Atlanta since 1965; while undergoing open-heart surgery after a heart attack; in Atlanta. Describing himself as an economist who happened to be a college president, the University of Iowa–educated Henderson argued that the key social issue in America was not race but class. Said he: "We have programs for combatting racial discrimination, but not for combatting economic class distinctions." The rise in student militancy brought accusations of "Uncle Tomism" from those who saw Henderson's numerous board positions, including membership on the Ford Foundation's board of trustees, as a dilution of his commitment to the black cause. Henderson's reply was to continue to fight for a full-employment strategy that would give a job to every American willing and able to work.

▪

Died. Willis ("Ray") Nance, 62, a versatile musician who growled on the trumpet and wailed jazz on the violin for 23 years with Duke Ellington's band; after a long illness; in Manhattan.

▪

Died. Angelo Ravagli, 84, self-proclaimed catalyst of D.H. Lawrence's novel of infidelity *Lady Chatterley's Lover*; in Spotorno, Italy. Ravagli made the claim, supported by at least one biographer, that Lawrence's wife Frieda could not resist his graceful good looks and finally yielded to him while the Lawrences vacationed in Spotorno—at which point Lawrence discovered them *flagrante delicto*. Lawrence took literary revenge by writing *Lady Chatterley*. In 1930, after Lawrence succumbed to tuberculosis, Ravagli wrote to Frieda: "I am waiting for you." She came. Ravagli abandoned his wife and three children for Frieda and lived with her for nearly 20 years before they were married in 1950. When Frieda died in 1956, Ravagli inherited one-fourth of her estate, which included accumulating royalties from *Lady Chatterley*. In 1959 the bans on *Lady Chatterley* were lifted, and for a time the novel's sales skyrocketed, making Ravagli rich from the book about his adultery.

▪

Died. Issar Yehuda Unterman, 90, Orthodox chief rabbi of the Ashkenazic Jewish community in Israel from 1964 to 1972 and a pioneer in the Zionist movement; in Jerusalem.

READING MISCUE INVENTORY CODING SHEET

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Reader: [illegible] Date: 24 Feb 76 Selection: Hail to Queen (Trip)

Teacher: [illegible] Class: School:

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION: No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS: Strength	Partial Strength	Weakness	Disassociation
1	$ primerial	primordial			✓			✓			✓			Y	P	P	P	✓			✓			
2	Liberance	Liberace			✓			✓			✓			N	Y	Y	N	✓			✓			
3	s	•		✓										N	P	P	N	✓					✓	
4	—	for												N	P	P	N	✓					✓	
5	•	s		✓										N	P	P	N	✓					✓	
6	audience	audiences			✓			✓			✓			Y	Y	Y	N	✓					✓	✓
7	chapel	coppella			✓				✓			✓		N	N	N	N	✓					✓	
8	—	— (hyphen)												N	Y	Y	N	✓			✓			
9	to	the				✓				✓			✓	Y	P	P	N	✓			✓			✓
10	of	on			✓			✓			✓			Y	Y	Y	N	✓						
11	$ enunciated	enunciated			✓			✓			✓			N	P	P	P		✓				✓	
12	$ cocspoil	cocspoil			✓			✓			✓			N	P	P	P		✓				✓	
13	beginning	being				✓			✓				✓	Y	P	P	P	✓			✓			
14	out	—												N	Y	Y	N	✓			✓			
15	•	s		✓										N	Y	Y	N	✓			✓			
16	group	—												N	Y	Y	N	✓			✓			
17	strategy	stagty			✓			✓			✓			N	Y	P	P		✓		✓			
18	strategy	stagny			✓			✓			✓			N	Y	P	P		✓		✓			
19	$ redis' sums	rendezvous				✓			✓				✓	N	P	P	P		✓				✓	
20	reminiscence	reminiscent			✓			✓				✓		N	P	P	N	✓					✓	
21	weary	wry				✓			✓		✓			N	Y	Y	N	✓			✓			
22	—	g'ms												Y	Y	Y	N	✓						✓
23	—	So												Y	Y	Y	N	✓						✓
24	$ add	end			✓			✓				✓		N	P	P	N	✓					✓	
25	Queens	Queens			✓			✓			✓			N	Y	Y	N	✓			✓			
		COLUMN TOTAL		3	12	4		11	6	7	10	2	3	COLUMN TOTAL				[illegible]	5		[illegible]		[illegible]	[illegible]
		PERCENTAGE			78	25		68	27	76	72	11	19	PERCENTAGE				56	20		[illegible]		[illegible]	[illegible]
		QUESTION TOTAL			16			16			14			PATTERN TOTAL				25			25			

Michael 27 Feb, 1976

cess for the few; because it points the way to comfortable attainment of failure for everybody.

My young daughter, when I enthusiastically explained this to her pointed out that if I were to write this thesis in the form of an article and sell it, I would be cutting myself off from humanity by being successful.

I had to smile faintly at her naiveté. Poor dear! She was obviously too young to see that I had passed on to the next stage: I was even failing to achieve failure, and that was the ultimate failure of all.

ISAAC ASIMOV

Can you believe your eyes?

None of us has ever seen Alexander the Great emerging from his tent. If there had been television in his day and we could look at the tape, would we know him any better, as we think we now know a John F. Kennedy or a Lyndon B. Johnson when we see them, on television news, emerging from a convention?

None of us has ever heard Julius Caesar speak. But if there had been radio in his day and we could listen to the recording, would we know him any better, as we think we know something important about Franklin D. Roosevelt from his fireside chats?

The answer is far from clear. Of all historical evidence, the public presence of voice or of physical appearance is the most revealing but can also be the most misleading. Yet the problem of historical evidence is raised every night on television news, when we are asked to accept what we see and hear as genuine. It is raised especially by the two most important television news programs in the United States: Huntley-Brinkley on NBC, and Walter Cronkite on CBS. Millions of people have to decide not so much whether they can believe what they are told but whether they can believe what they see flickering in front of them.

"The evidence of their own eyes": but that is precisely what is not available to them. What *is* available is the evidence, first, of the camera, making its own selection, dictating its own terms; and it is the evidence, then, of the small screen—still the best description of television—which in turn dictates to the camera. Can television by its nature, ever tell the truth?

Amid all the pretentiousness of his theorizing, Marshall McLuhan is right to this extent: the medium is the message. Television does not merely create news. That is an old business practiced for generations by newspapers. Television creates its own events, something even the most imaginative newspaper reporter cannot do. The newspaperman can only create words, and however powerful they may be, words do not *happen* over the breakfast table as television *happens* in a living room. Thomas W. Moore, ABC's president, came very near to the point when he said: "It is difficult to retain one's perspective when, without leaving the security of our living rooms, we become witness to such startling events as the assassination of an assassin, or a war in progress."

It is because television *happens* in this way that people begin to think that the small excerpts from life which they see on the screen in their living rooms are more "real" than the life which they experience around them. There is a vital margin of difference between saying, "Did you see the report in *The New York Times* of the massacres in the Congo?" and saying, "Did you see the massacres in the Congo on television last night?" The first remark implies only that one has seen a report which may conflict with a report from another source. The second implies that one has seen the event itself. However carefully television is used, it cannot avoid this deception.

• • • • •

Violence is the stuff of television, and the question of how to deal with it is the most important one confronting the medium.

To be sure, the same question confronts newspapers; but the impact of violence—whether a boxing match, a riot, or a massacre—is much greater in a moving picture than in a still picture or in descriptive prose. Violence is movement—the raising of an arm, the smashing of it on someone's head—and movement is what television cannot help emphasizing.

In covering violent situations, three distinct characteristics of television conspire to intensify both its special problems and the special temptations to which it is exposed. There is, first, the limitation of time. A lead news story in a paper such as *The New York Times* may take twenty minutes to read; in a popular newspaper or a tabloid, as many as ten. There simply is not this time available in television news. In the reporting of all news, this

means concentration to the point of distortion. In the reporting of violence, it means concentration on the violent incident to the exclusion of the whole event.

An outstanding example of such distortion was the police attack on civil rights marchers at the Selma, Alabama, bridge in March, 1965. I was not present myself. But I do not know one reporter who was present, and whose opinion I trust, who does not point out that there was first a prolonged period during which police and demonstrators faced each other, without violence, in an atmosphere of unbearable tension, and who does not agree that the tension had to break in the form of police action.

Television news—except in special features and documentaries—did not, and could not, show this preliminary encounter. Three minutes of film is an extended sequence in a news program, and the time is best filled with action, not inaction. On the other hand, a single phrase in a newspaper story, placed correctly, where it carries weight, can put even an extended description of violence in perspective.

The point of such perspective is not to excuse any eventual police brutality, but to explain it. Without this explanation, whether implicit or explicit, one begins to think that brutality is automatic, that the police will always behave in such a manner; demonstrators begin to think that they can, and should, goad the police; and the police begin to think that, since restraint is so frail anyhow, they may as well give way to exasperation from the start.

There is, secondly, television's tendency to produce self-generating news. The problem arose most notably during the disturbances in Watts; but it has arisen, again and again, whenever there have been similar disturbances in other cities. However spontaneous the original outbreak of violence, an external provocation is added once it has occurred. That provocation is the presence of television cameras in the middle of the trouble spots.

This is especially true on the night after the original outbreak. Then, as dusk gathers, television cameramen and reporters move into the streets looking—literally looking—for trouble, and the crowds begin to play up to them. Their presence is very different from the presence of newspaper reporters, who either roam around, hardly distinguishable, or lounge in bars until they hear that action has broken out somewhere down the block. Television, merely by

its presence, helps to create incidents and then itself remains part of the happening. There is no doubt that this participation occurred after the first night in Watts, and again last summer in Chicago.[1]

But in order to create on the screen the impression of continuing disturbance, of continuing riots, television needs only one incident. One spectacular incident of violence can occupy a two-minute sequence in a news program just as impressively as a series of incidents. Much of the Watts film is a classic example of this, showing that it needs only one defiant boy and only one hot-headed policeman to suggest that a neighborhood is aflame.

Tutor. Ok. Read the rest silently please to the end of the article

Finally, in this matter of violence, there is the size of the screen: the limitations which it imposes, the temptations it offers. At the end of last summer, television news showed some alarming pictures of white men and women in the Chicago suburb of Cicero screaming abuse at some Negro marchers. Their hating faces—a dozen of them, perhaps—filled the screen. They looked as if they were a representative example of a much larger crowd. But anyone who was there knows that these particular whites were only a small part of the crowds in the streets; and that the crowds themselves were only a small part of the total white population of Cicero. To this vital extent, television that night distorted badly.

What all this amounts to is not only that people sitting in their homes begin to think that all police are brutal, that all demonstrators are violent, that all disturbances are riots, that all crowds are aggressive; the fact that they usually go through each day without either meeting or themselves displaying violence becomes less real to them than the violence on the small screen.

Anyone who has appeared regularly on television knows that complete strangers think they have actually met him. They smile or nod at him in the street or across bars; they approach him and shake his hand; they even ask him to drop in when next he is around their way, as if they really believe that he has been in their homes. It is this imaginary "real" presence of television in people's living rooms which is the background to the whole problem. Surely much of the feeling of living in a condition of perpetual crisis, and the agitation arising from it, comes from a sense of being a witness

[1]During the Democratic Party Convention, August, 1968.

READING MISCUE INVENTORY CODING SHEET

© Carolyn L. Burke and Yetta M. Goodman 1972

Reader: Michael
Teacher: David Wolfsey
Date: 27 Feb 74
Selection: Lion Behind Bushes
Class:
School:

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 V	P	N	SOUND SIMILARITY 4 V	P	N	GRAMMATICAL FUNCTION 5 V	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	No Loss	Partial Loss	Loss	Strength	Partial Strength	Weakness	Overcorrection
1	have	hay			✓			✓			✓			N	Y	Y	N	✓			✓		✓	
2	we would	would we			✓							✓		N	P	P	N	✓						✓
3		now		✓										Y	Y	Y	N	✓			✓			
4														N	Y	P	N	✓			✓			
5		would												Y	P	P	P	✓			✓			
6	$ presiding	preside			✓			✓				✓		N	Y	Y	N	✓			✓			
7	decided	to decide			✓			✓			✓				P	P	N	✓			✓			
8					✓			✓						Y	P	P	N							
9	$ pretentiousness	pretentiousness			✓			✓			✓			N	P	P	P	✓	✓				✓	
10	theory	theory			✓	✓			✓		✓			Y	Y	Y	N	✓			✓			
11	in	in						✓					✓	Y	P	P	P	✓						
12				✓										N	P	P	N	✓					✓	
13	$ imagineie	imaginative			✓			✓			✓			Y	P	P	N	✓			✓			
14		a												Y	P	P	N	✓			✓			
15	a													N	Y	Y	N	✓			✓			
16	in				✓			✓					✓	N	P	P	P		✓				✓	
17				✓										N	P	P	P		✓				✓	
18	it				✓			✓			✓			Y	Y	Y	N	✓			✓			
19	the													Y	Y	Y	N	✓						
20	$ documentaries	documentaries			✓			✓			✓			N	P	P	N	✓						
21	excuse (noun)	excuse (verb)			✓			✓					✓	N	N	N	P			✓			✓	
22	$ implicit	implicit			✓			✓			✓			N	P	P	Y			✓			✓	
23	$ explicit	explicit			✓			✓						N	Y	Y	N	✓			✓			
24	that													N	P	P	P		✓				✓	
25	$ provation	provocation			✓			✓			✓			N	P	P	P							
		COLUMN TOTAL		3	15	1		15	1		10	2	4					15	4	2	12		10	3
		PERCENTAGE			94	6		94	6		63	12	25					72	16	12	48		40	12
		QUESTION TOTAL			16			16			16						PATTERN TOTAL	25			25			

B2

Brian

Age 16, Grade 10

Brian was a student who missed a number of sessions. His partner was Michael. Brian read three times, and displayed fairly good comprehension each time. The passages he read were increasingly difficult, yet his miscue profile did not fall off.

Brian almost defied us to make him feel good about himself. He had developed a brashness and reticence that were hard to pierce. On the other hand, he accepted the project well, and showed some improvement almost at once, which he retained over the long term.

READING MISCUE INVENTORY CODING SHEET

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Reader: Brian
Teacher: Chris Worsnap
Date: 19 Jan 76
Class:
Selection: The Second Assault
School:

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	P	N	SOUND SIMILARITY 4 Y	P	N	GRAMMATICAL FUNCTION 5 Y	P	N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	Partial Loss	Loss	GRAMMATICAL RELATIONSHIPS Strength	Partial Strength	Weakness	Overcorrection
1	hill proof	wind proof				✓			✓		✓			Y	Y	Y	P	✓						✓
2	there	their				✓		✓					✓	N	P	P	P		✓				✓	
3	was a	—				—			—			—		N	P	P	P		✓				✓	
4	ledging	ledge				✓			✓		✓			N	P	P	P		✓				✓	
5	the	—				—			—			—		N	Y	Y	N	✓			✓			
6	undergarments	underclothers				✓			✓		✓			N	Y	Y	N	✓			✓			
7	short	shirt			✓			✓				✓		Y	P	P	P	✓			✓			
8	a	—				—			—			—		N	Y	Y	N	✓			✓			
9	piked	spiked			✓			✓			✓			Y	Y	Y	P	✓			✓			
10	sunglasses	snowglasses			✓			✓			✓			N	Y	Y	N	✓			✓			
11	$ hosted	hoisted			✓			✓			✓			N	Y	Y	P		✓		✓			
12	geared	gathered				✓			✓		✓			Y	Y	P	P	✓			✓			
13	s	—		✓		—			—			—		N	P	P	P		✓				✓	
14	connected	connecting			✓			✓				✓		N	P	P	N	✓					✓	
15	and	—				—			—			—		N	Y	Y	N	✓			✓			
16	cues	chutes				✓			✓		✓			N	P	P	Y			✓			✓	
17	follow	flow				✓			✓		✓			Y	P	P	P	✓			✓			
18	up	on					✓			✓	✓			N	Y	Y	N	✓			✓			
19	—	early				—			—			—		Y	Y	Y	N	✓						✓
20	then	they			✓			✓				✓		Y	P	P	P	✓			✓			
21	$ cornicks	cornices			✓				✓			✓		N	P	P	Y			✓			✓	
22	•	—		✓		—			—			—		N	P	P	P		✓				✓	
23	—	too				—			—			—		N	Y	Y	N	✓			✓			
24	$ cautionar	cautious				✓			✓				✓	N	N	N	Y			✓			✓	
25	pounded	prodded			✓				✓		✓			N	P	P	N	✓					✓	
		COLUMN TOTAL		2	8	8	1	7	9	1	11	4	2	COLUMN TOTAL				16	6	3	13		10	2
		PERCENTAGE			47	47	6	41	53	6	65	24	11	PERCENTAGE				64	24	12	52		40	8
		QUESTION TOTAL					17			17			17	PATTERN TOTAL					25				25	

READING MISCUE INVENTORY CODING SHEET

1 of 2

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Reader: Brian

Date: 11 Feb 76 Selection: My Day to Have the Cellar

Teacher: Chris Wersing Class: School:

143

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3	SOUND SIMILARITY 4	GRAMMATICAL FUNCTION 5	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION	GRAMMATICAL RELATIONSHIPS
1	had	had										No Loss	
2	was	was										Partial Loss	
3	completely	completely										Loss	
4	figure	figure											
5	acquisition	acquisition											
6	light	light										Strength	
7	height	height										Partial Strength	
8	[illegible]	[illegible]										Weakness	
9	[illegible]	[illegible]										Omissions	
10	[illegible]	[illegible]											
11	[illegible]	[illegible]											
12	[illegible]	[illegible]											
13	[illegible]	[illegible]											
14	[illegible]	[illegible]											
15	[illegible]	[illegible]											
16	[illegible]	[illegible]											
17	[illegible]	[illegible]											
18	[illegible]	[illegible]											
19	[illegible]	[illegible]											
20	[illegible]	[illegible]											
21	[illegible]	[illegible]											
22	[illegible]	[illegible]											
23	[illegible]	[illegible]											
24	[illegible]	[illegible]											
25	[illegible]	[illegible]											
26	[illegible]	[illegible]											

COLUMN TOTAL

QUESTIONS TOTAL

PERCENTAGE

144

READING MISCUE INVENTORY CODING SHEET

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2 of 2

Reader _____ Date _____ Selection _____

Teacher _____ Class _____ School _____

Miscue Number	Reader	Text	DIALECT 1	INFORMATION 2	GRAPHIC SIMILARITY 3	SOUND SIMILARITY 4	GRAMMATICAL FUNCTION 5	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION	GRAMMATICAL RELATIONSHIPS
1	and	and											
2	stores	stores											
3	hotel	hotel											
4	you	you											
5	give	give											
6	a	a											
7	good	good											
8	meal	meal											
9	for	for											
10	reason	reason											
11	[illegible]	[illegible]											
12	a	a											
13	solid	solid											
14	like	like											
15	[illegible]	[illegible]											
16	speech	speech											
17	class	class											
18	[illegible]	[illegible]											
19	days	days											
20	[illegible]	[illegible]											
21	[illegible]	[illegible]											
22	[illegible]	[illegible]											
23	[illegible]	[illegible]											
24	[illegible]	[illegible]											
25	[illegible]	[illegible]											
26	[illegible]	[illegible]											
27	[illegible]	[illegible]											
28	[illegible]	[illegible]											
29	[illegible]	[illegible]											
30	[illegible]	[illegible]											
31	[illegible]	[illegible]											
32	[illegible]	[illegible]											
33	[illegible]	[illegible]											
34	[illegible]	[illegible]											
35	[illegible]	[illegible]											
36	[illegible]	[illegible]											
37	[illegible]	[illegible]											
38	[illegible]	[illegible]											
39	[illegible]	[illegible]											
40	[illegible]	[illegible]											
41	[illegible]	[illegible]											
42	[illegible]	[illegible]											
43	[illegible]	[illegible]											
44	[illegible]	[illegible]											
45	[illegible]	[illegible]											
46	[illegible]	[illegible]											
47	[illegible]	[illegible]											
48	[illegible]	[illegible]											
49	[illegible]	[illegible]											
50	[illegible]	[illegible]											
51	[illegible]	[illegible]											
52	[illegible]	[illegible]											
53	[illegible]	[illegible]											
54	[illegible]	[illegible]											
55	[illegible]	[illegible]											
56	[illegible]	[illegible]											
57	[illegible]	[illegible]											
58	[illegible]	[illegible]											
59	[illegible]	[illegible]											
60	[illegible]	[illegible]											
61	[illegible]	[illegible]											
62	[illegible]	[illegible]											
63	[illegible]	[illegible]											
64	[illegible]	[illegible]											
65	[illegible]	[illegible]											
66	[illegible]	[illegible]											
67	[illegible]	[illegible]											
68	[illegible]	[illegible]											
69	[illegible]	[illegible]											
70	[illegible]	[illegible]											
71	[illegible]	[illegible]											
72	[illegible]	[illegible]											
73	[illegible]	[illegible]											
74	[illegible]	[illegible]											
75	[illegible]	[illegible]											
76	[illegible]	[illegible]											
77	[illegible]	[illegible]											
78	[illegible]	[illegible]											
79	[illegible]	[illegible]											
80	[illegible]	[illegible]											
81	[illegible]	[illegible]											
82	[illegible]	[illegible]											
83	[illegible]	[illegible]											
84	[illegible]	[illegible]											
85	[illegible]	[illegible]											
86	[illegible]	[illegible]											
87	[illegible]	[illegible]											
88	[illegible]	[illegible]											
89	[illegible]	[illegible]											
90	[illegible]	[illegible]											
91	[illegible]	[illegible]											
92	[illegible]	[illegible]											
93	[illegible]	[illegible]											
94	[illegible]	[illegible]											
95	[illegible]	[illegible]											
96	[illegible]	[illegible]											
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98	[illegible]	[illegible]											
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102	[illegible]	[illegible]											
103	[illegible]	[illegible]											
104	[illegible]	[illegible]											
105	[illegible]	[illegible]											
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141	[illegible]	[illegible]											
142	[illegible]	[illegible]											
143	[illegible]	[illegible]											
144	[illegible]	[illegible]											
145	[illegible]	[illegible]											

QUESTIONING INDEX

COLUMN TOTAL

PERCENTAGE

MISCUE INDEX

COLUMN TOTAL

PERCENTAGE

No Loss

Partial Loss

Loss

COMPREHENSION

Strength

Partial Strength

Weakness

Suggestion

GRAMMATICAL RELATIONSHIPS

Brian 1 March 76

16

The railway had bordered the highway on the left for the last two hours or more and traffic had increased. There were a lot of heavy vehicles employed in highway repair work and every so often a convoy of transports would pass in close order, headed for some manufacturing plant or big mill.

A short distance past the sign that welcomed us to Kap was a service station with two or three large banners in the windows proclaiming the visit of a sensational new band from Ottawa.

"Pull in, Germs!" Rick shouted. He was the first to spot the posters.

"Wow, dig it!" Guy was the next to see the signs with the band's picture attached to them.

"I'm a star. I'm a star. Stand back, please. Don't crowd me. You'll all get autographs in a minute." Claude was having visions of immortality.

Germs pulled the truck up to the pumps to get gas and we all piled out to see the blurb on the posters. While we were busy discussing international fame and fortune, the attendant was filling up the tank. He looked inside the truck once or twice at the equipment but it didn't seem to register on him until he had taken a good look at the trailer. Rick's dad had given us some leftover paint to put the name on the trailer and it stood out in foot-tall letters in about five different colours, proclaiming: ROCK SHOW • SINGLED OUT.

The man looked again at the sign and its rainbow colours before associating it with the posters in his own windows. We were now huddled in a group around a soft-drink machine and he was staring at us. He wore one of those funny little hunting caps. It had originally been green but was now black with grease and oil stains. His thin lips were pursed around the stem of a battered old pipe and every few seconds a large puff of smoke would rise above his head. His face and head were narrow and appeared even more so because of long grey sideburns and a very hard jaw that made a thin line under the bowl of his pipe. He had several rows of wrinkles around his eyes like people do who use their eyes to smile. He squinted them and made the lines bunch up.

He asked the boys something in French and

READING MISCUE INVENTORY CODING SHEET

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Reader [illegible] Date [illegible] Selection Child Snatcher

Teacher [illegible] Class [illegible] School [illegible]

Miscue Number	Reader	Text	DIALECT 1	INTONATION 2	GRAPHIC SIMILARITY 3 Y	GRAPHIC SIMILARITY 3 P	GRAPHIC SIMILARITY 3 N	SOUND SIMILARITY 4 Y	SOUND SIMILARITY 4 P	SOUND SIMILARITY 4 N	GRAMMATICAL FUNCTION 5 Y	GRAMMATICAL FUNCTION 5 P	GRAMMATICAL FUNCTION 5 N	CORRECTION 6	GRAMMATICAL ACCEPTABILITY 7	SEMANTIC ACCEPTABILITY 8	MEANING CHANGE 9	COMPREHENSION No Loss	COMPREHENSION Partial Loss	COMPREHENSION Loss	GRAMMATICAL RELATIONSHIPS Strength	GRAMMATICAL RELATIONSHIPS Partial Strength	GRAMMATICAL RELATIONSHIPS Weakness	GRAMMATICAL RELATIONSHIPS Overcorrection
1	Side	—												N	Y	Y	N	✓			✓			
2		everyoa												Y	Y	Y	N	✓						✓
3	the	a					✓			✓	✓			N	Y	Y	P		✓		✓			
4	—	of												N	P	P	P		✓				✓	
5	—	big												Y	Y	Y	P	✓						✓
6	this	a												N	Y	Y	N	✓			✓			
7	Gems	Germs			✓		✓			✓	✓			N	Y	Y	N	✓			✓			
8	big.	—						✓			✓			N	Y	Y	N	✓			✓			
9	—	,												Y	P	P	N	✓			✓			
10	—	:		✓										N	Y	Y	N	✓			✓			
11	You're	you'll		✓										N	Y	Y	N	✓			✓			
12	Gems	Germs			✓			✓			✓			Y	P	P	Y	✓			✓			
13		Germs			✓			✓			✓			N	Y	Y	N	✓			✓			
14	blob of	blob on				✓			✓			✓		N	P	P	Y			✓			✓	
15	—	the												N	Y	Y	N	✓			✓			
16		.		✓										N	P	P	D		✓					
17	discussing the	discussing			✓			✓			✓			N	Y	Y	D		✓		✓		✓	
18	day	—												N	Y	Y	D		✓					
19	—	the												N	P	P	N	✓			✓			
20	the font-tall	Foot-tall			✓			✓				✓		N	P	P	D		✓				✓	
21	—	the												N	Y	Y	N	✓			✓			
22	we	he			✓			✓			✓			Y	P	P	N	✓			✓			
23	the	these				✓			✓		✓			Y	Y	Y	N	✓						✓
24	it was originally had been green	it had originally been green			✓			✓				✓		Y	P	P	N	✓			✓			
25	he	—												N	P	P	N	✓					✓	
26	paused	paused.			✓			✓			✓			N	Y	P	Y			✓		✓		
		COLUMN TOTAL		3	8	2	2	8	2	2	9	3		COLUMN TOTAL				17	6	2	15	1	6	3
		PERCENTAGE			68	17	17	66	17	17	75	25		PERCENTAGE				68	24	8	60	4	24	12
		QUESTION TOTAL				12			12			12		PATTERN TOTAL					25				25	

TRUSTEES
Margaret McKee
(Chairman)
Peter Gazzola
(Vice-Chairman)
Cynthia Archibald
Judee Beer
George Carlson
Karen Carstensen
Julio DiCresce
Beryl Ford
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1986 05 30

Dear Professor Woodley,

A colleague passed on to me copies of your recent articles on Retrospective Miscue Analysis. I was pleased and flattered to find that you had cited some work of mine as being influential on the work you are currently doing in that field. Unfortunately, you seemed to be using an early draft of my paper, and seemed also not to have details about my own location or the date of the study.

I hope you don't mind my writing to you to offer you this information. The studies that I did were done between 1974 and 1976. I was working on a Masters of Education project at Queen's University , Kingston, Ontario at the time. The paper was finished and submitted to Queen's University in 1980. You are quite correct in stating that it is unpublished.

If the L.D. Miller who worked with you on your 1983 paper on RMA is the same Larry Miller who supervised my project at Queen's, then I can easily understand how you came to read the paper. The only other copy of it that I know of is with Yetta Goodman.

It is very heartening to find that I may have had a hand in starting something useful to kids. I've continued to find that the procedure succeeds in giving students the confidence to use the reading abilities that they already have.

Yours truly,

Chris M. Worsnop,

H.J.A. Brown Education Centre
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Retrospective Miscue Analysis: An Instructional Technique

John W. Woodley
Mary Ann Oswald
University of South Dakota

Miscue analysis was first developed as a research tool in 1963 as a taxonomy of questions which were applied to oral reading (Goodman, 1973). The questions were designed to aid the researcher in analyzing differences between what was on the page (the expected response) and what the reader actually produced (the observed response), which Goodman (1973) has defined as miscues. Goodman and Burke (1969) suggested classroom applications of miscue analysis as an instrument for diagnosis and assessment. With the development of the Reading Miscue Inventory (Goodman and Burke, 1972), the Taxonomy of Reading Miscues was modified to be utilized as an instrument which could be applied by classroom teachers and reading specialists alike in better understanding the oral reading of students.

Applications to Instruction

Many teachers find miscue analysis to be a lengthy, difficult procedure to utilize when examining the reading of students within a classroom setting (Hood, 1978). A different approach was taken by Warsnop (n.d.) who utilized miscue analysis procedures and similar questioning techniques in helping readers to analyze their own oral reading miscues for the purpose of helping them to improve their reading. Warsnop conducted four informal investigations with secondary students in which he modified the Reading Miscue Inventory (RMI) and encouraged the

students to analyze their own reading. While his conclusions were somewhat tentative, Warsnop was optimistic that his procedure had been helpful to the students. He also asserted that the teachers who had participated in his investigation came to see value in the procedure he had developed.

Watson (1980) describes a process which applies the basic principles of miscue analysis to problems readers encounter during silent reading. During periods of sustained silent reading, readers identified areas in the text which provided difficulty, marked those areas for later discussion and later selected three trouble areas for further discussion or analysis. The procedure resulted in students demonstrating greater interest and proficiency in reading material of many types.

Miller and Woodley (1983) described a procedure known as Retrospective Miscue Analysis which utilizes a framework derived from Miscue Analysis and applies it to both research and instruction. Miller and Woodley designated Retrospective Miscue Analysis as RMA-R if the applications have direct research implications and RMA-I if the approach has direct instructional applications. The report of Miller and Woodley was based upon the earlier investigations conducted by Warsnop (n.d.) and subsequent procedures developed at the University of Arizona and applied in a high school reading lab in southern Arizona.

Based on the work of Warsnop (n.d.), Watson (1980), and Miller and Woodley (1983), it can be concluded that the understanding of reading which is reflected in miscue analysis can benefit students in understanding and improving their own reading.

This report is an update on the applications and development of RMA-I. Particularly, this report presents the procedure as it has been used with adult, college-aged readers who have identified themselves as being "readers at risk" (i.e., readers who rated themselves as being inadequate or failing in some way to read effectively enough for their own purposes).

Underlying Assumption of RMA-I

The use of RMA-I involves a series of assumptions regarding the nature of the reading process and the role of the reader in that process. Primary among those assumptions is that meaning, not accuracy, is the desired outcome of reading. If indeed accuracy is to be considered the purpose of reading, then this procedure would be self-defeating since miscues (deviations from the text) are analyzed through questioning to establish their role in the process and the degrees to which they do or do not interfere with the construction of meaning. If accuracy and not meaning is seen as the central concern of reading, then this procedure would be pointless.

The second assumption is a direct corollary of the first. That is, miscues are seen as a natural part of the reading process. Goodman (1969) has suggested that miscue-free oral reading is a rare occurrence. This assumption enables the students in utilizing RMA-I to avoid considering deviations from text as either good or bad. This then allows them the freedom to discuss the quality of the miscue rather than to label the individual who produced the miscue as a "good reader" or a "bad reader".

A third assumption involved in the use of RMA-I is that increasing students' awareness of their own reading behavior is likely to result in a better understanding of their own reading. That awareness will yield positive results in the individual's reading behavior. Basically, the belief is that increasing students' awareness of their own reading behavior will result in improved regard for themselves as readers.

One final assumption is that reading is a single process whether it is used orally or silently. Goodman (1984) describes reading as a "unitary process" (p. 100). This assumption leads to the conclusion that analysis of oral reading may lead to improvement of all reading, both oral and silent.

RMA-I seeks to help readers increase awareness of their own reading behavior. Through this increased awareness, it is believed that the readers will come to a better understanding of their own reading behaviors. This increased understanding is intended to help the readers come to view reading as a meaning seeking activity. Through this technique readers will come to value, or perhaps revalue, themselves as competent language users in reading.

Target Groups

RMA-I has potential applications with three groups of individuals: 1. Those students who are mature enough to be able to intellectually consider and respond to their own oral reading and who classify themselves as being poor readers or readers at risk of failing in using reading effectively in thir lives; 2.

Those individuals who seek for some reason to better understand or appreciate their own reading processes; 3. Preservice and inservice teachers who are studying the nature of reading, reading instruction and reading improvement in the schools.

It should be noted that attempts at using RMA-I with various groups in informal settings suggest that students of secondary school age and up benefit most from this technique. While the basic premises of RMA-I may be important for all ages, elementary-aged children we have worked with show a lack of interest in analyzing their own oral reading. Perhaps the procedure can be used with younger readers in a less formal, less structured manner than suggested here.

The Procedure

RMA-I involves two basic strategies of implementation, the first during which the passage is read aloud and a tape recording of the oral reading is made. This first stage is similar to the taping procedures for the RMI as presented by Goodman and Burke (1972). During the second stage of the process the tape is played back and miscues identified by members of the group are analyzed and discussed. With a classroom of students the procedure involves the formation of small groups of four to six members per group.

One member of the group is selected to read aloud a passage of approximately three thousand to five thousand words. A tape recorder is used to record the oral reading. Members of the group who are not reading aloud are given copies of the passage

and instructed to follow along as it is read, making notes of deviations from the texts as they identify them. The group is instructed that they are not to interrupt the reader or provide assistance. The reader is told that s/he is to provide a retelling of what s/he can remember from the passage once the reading is complete. Members of the group are instructed that they will be asked to provide additional information regarding the passage once the reader has completed the retelling. Once this has been completed, the tape is rewound and the second stage of the process begins.

As the tape of the reading is played through, members of the group stop the tape at any time they identify a miscue. The tape is then rewound past the point of the miscue. The miscue is then replayed one or more times until members of the group can agree if a miscue occurred and what indeed the miscue was. Only after agreement is reached among the members of the group is the miscue analyzed through the use of a questioning procedure.

The following set of questions is used to guide discussion and analysis of miscues as they are identified:

1. Does it sound like language?
2. Does it (the miscue) make sense?
3. Does it fit the passage?
4. Does it look like what is on the page?
5. Does it sound like what is on the page?
6. Did the reader correct it?
7. Should the reader have corrected it?
8. Why do you think the reader made the miscue?

The first three questions are asked about each miscue. This is done in part to help students develop the notion that for reading to make sense it must sound like language while it is not always necessary to make sense if it sounds like language. If a "yes" answer is received to any of the first three questions, then the students are directed to the last three questions. These focus on the reader's reactions to the miscue and what may have caused the miscue to occur. If the first three questions are all answered "no", then the next two questions are asked. This reflects the attitude that graphic or sound similiarities are secondary to meaning when reading.

One additional question (Does it mean the same as what was on the page?) can also be utilized in the questioning sequence. This question seems to be best employed when discussion within the small group begins to focus on maintaining the same meaning as was intended by the author. As discussion focuses in on maintaining the intended meaning, it is at this point that questions may be asked regarding whether or not it is important to always maintain the intended meaning of the author while reading.

Before undertaking RMA-I as it is presented here, the teacher may wish to conduct a demonstration or two to illustrate to the students the procedure to be followed and to actively highlight the meaning of the term miscue. Such a demonstration can be done through analysis by the entire class of a portion of a recorded oral reading.

Cautions

Utilization of RMA-I within a classroom setting can be a beneficial and positive experience for students. However, several cautions need to be observed by the teacher seeking to utilize such a procedure.

First, the teacher must accept the view that reading is a process which is meaning centered and recognize that miscues are a natural part of reading. It is important for the teacher to recognize and accept that point of view of the reading process.

Second, the teacher must be familiar with the reading of every student who is to read aloud for RMA-I. If a student has a serious reading problem which would not allow that individual to complete the oral reading of a long passage as suggested above, then this instructional procedure is not appropriate for that student. Also, if the oral reading would be likely to make that student extremely uncomfortable, feel greatly embarrassed or come to view himself/herself as a failure in reading, then another instructional approach should be taken. Most students in secondary schools or beyond are able to complete the oral reading called for in this procedure, but it is possible to encounter readers with severe reading problems in a classroom setting. Care must be taken to show respect and concern for the readers throughout this procedure.

Third, the students involved in using RMA-I must demonstrate understanding and support for the efforts of each other as the oral reading is recorded and analyzed. If students should be unsupportive or overly critical of either the reader or one another, then this approach should be abandoned.

Conclusions

The procedures for using RMA-I in an instructional setting are quite involved and time-consuming, particularly in a classroom setting where the instructional needs of many individuals may be involved. Miller and Woodley (1983) cited three advantages to using this instructional appproach in a high school reading lab:

1. Students became less critical and more accepting of the reading behavior of themselves and others.
2. Students became more comfortable when talking with others about their own reading behavior.
3. The teacher was able to make appropriate instructional responses to the reading of the students because of the opportunity to hear extensive oral reading by the students (p. 64).

Based on further use of the RMA-I, we are now able to expand the above list to reflect a firmer understanding and analysis of the procedure itself. Through the further use of RMA-I, the following additional conclusions are drawn:

1. Students came to appreciate their own skill in reading and to understand their own strategies for using language when reading.
2. The students developed an awareness that they make more miscues when they were reading material for which their background was not well developed (e.g., foreign phrases, awkward language patterns,) than in other material.

3. The students developed an approach to reading which was more centered on meaning and less centered on accuracy then they had previously.

Retrospective Miscue Analysis as described in this paper is not a highly refined approach to helping readers. It is still being developed, being explored to determine how widespread the benefits may be. We encourage teachers of secondary students, college students and adults who are considered readers at risk of failing to read efficiently or effectively to utilize this approach with those students. We have found it to be successful. We believe others will too.

Retrospective Miscue Analysis Aided By a Microcomputer: A Description and Program Listing

John W. Woodley
University of South Dakota

Retrospective Miscue Analysis (RMA) is an instructional approach which allows students to examine their own reading or the reading of others through as systematically structured questioning procedure. Designed primarily for use by students of secondary school age or greater, the procedure is intended to help students come to appreciate their own language competence and the language competence of others when engaged in reading. The procedures for using RMA has been presented in detail by Miller and Woodley (1983).

One of the basic problems in using the procedure in the classroom or reading lab is that it is quite time consuming. To be effective, an entire class can be involved in the analysis of oral reading for several consecutive class sessions. Furthermore, the teacher's efforts can be required for long periods of time to guide the questioning and lead the discussions.

A microcomputer can be used as an instrument in utilizing RMA to meet the demands of the classroom setting, to vary the pace and discussion in small groups and to guide the questioning procedures. At the conclusion of this article is a program listing which was developed for an Apple II microcomputer using Applesoft BASIC. The program is designed to allow students,

working in groups of two to five, to analyze prerecorded oral reading. The program yields a printout of the analysis for each miscue and a summary section which allows personal reaction at the end of the program. The program is structured so that discussion and interaction among members of the group will be stimulated. Through such discussion, the positive results of RMA are enhanced.

The procedures for Retrospective Miscue Analysis remain unchanged prior to the analysis. The reader reads aloud a passage which is long enough to have an identifiable beginning, middle and end. One member of the group serves as operator of the cassette recorder. Each member of the group has a copy of the passage and follows along during the oral reading. No assistance is provided during the reading. Upon completion of the reading, the reader retells what can be recalled from the passage. Once that is completed other members of the group are asked to contribute to the retelling or clarify any points which were omitted or unclear in the reader's version. Then the tape is stopped, rewound and the playback and analysis begin.

As the tape is played, members of the group follow along in their copies of the passage. At anytime that a miscue is identified, the tape is stopped and rewound past the point of the miscue. The miscue is played and replayed until all members of the group agree if a miscue occurred and, if one did occur, what it was. At this point the computer, with the program in memory, prompts the questions and keeps records of the responses the students provide. The program allows students the opportunity to terminate analysis at regular intervals.

The computer program listed in this article provides two major modifications of the questioning procedures presented by Miller and Woodley (1983). Rather than asking all of the first three questions at the beginning of the questioning format, the questions are presented one at a time. If any of those questions is answered with a yes response, the program is automatically directed to the last set of questions (beginning with "Did the reader self-correct?") Also, a new final question has been introduced. The individuals running the program are asked "Why do you think the reader made the miscue?" This question has the effect of stimulating thought and discussion regarding the nature of reading behavior and possible causes for reading miscues.

The program as presented is interactive. That is, the computer prompts the students with questions and the students then are able to respond appropriately. The computer serves as record-keeper and questioner. The students maintain control of the process while the computer guides the interaction. Newman (1984) has dicussed the advantages of utilizing the computer in such a way that the "learners, not machines, (are) in control" (p.497). This program encourages students to reason and respond, to advance their own ideas and to regulate their own learning. Within the limits of the structure of the questioning routine, the students control their responses and learning.

A printout of the responses the students give is provided as part of the program use. The printout of the reponses which the students provide can serve as the basis for subsequent class discussion. The teacher in this way can have direct input into

the students' views of reading as those views change and develop.

Two important suggestions may facilitate the use of this program. First, the teacher may wish to demonstrate the procedures inherent in RMA and the appropriate methods for using the computer and loading the program. Second, the students should be allowed to discuss and debate the answers to each question before the response is put into the computer. Such discussion serves as an important element in helping the students to explore the learning available through this program.

The following equipment is recommended for use with this program:

a computer (the program is designed for an Apple II Microcomputer but can be modified according to the computer)

a video monitor

a disc drive

an on-line printer (required)

a cassette tape recorder

The following program is made available in the hope that you will input it in to the computer, store it on disc and use it in reading classrooms or laboratories at the secondary school level or above. This program may also be used with preservice or in-service teachers to analyze and better understand the reading process. This program has been used and tested. If, however, you discover any problems with the program or devise any improvements to the program please contact and inform the author:

John W. Woodley, Ass't Professor
Division of Curriculum and Instruction
School of Education
The University of South Dakota
Vermillion, SD 57069

References

Newman, J. M. Language learning and computers. Language Arts, September, 1984, 61(5), 494-497.

Miller, L. D. & Woodley, J. W. Retrospective miscue analysis: Procedures for research and instruction. Research on Reading in Secondary Schools: A Semi-Annual Report, Spring, 1983 10-11, 53-67.

Listing

For Apple II, IIe or IIc Computer

```
20    REM***Retrospective Miscue Analysis (RMA) working program
      RAM
40    REM for use with secondary students, college students
      and/or adults
60    REM***authored by John W. Woodley, University of South
      Dakota
80    GOSUB 7640
100   Print "Retrospective Miscue Analysis Program"
120   For DD = 1 to 750: Next DD
300   DIM A$(100), B$(100), C$(100), D$(100), E$(100), F$(100),
      G$(100), H$(100), J$(100), P$(100), R$(100), S$(100),
      M$(100)
320   GOSUB 7640
340   K = 0:I = 0:A = 0:B = 0:C = 0:D = 0:E = 0:F = 0
380   GOSUB 7640: HTAB 7: Print "What is the reader's name?"
400   Print : Print
420   Input LZ$: GOSUB 7640
440   Home :K = K + 1:I = I + 1: if K = 1 then 560
450   VTAB 5
460   Print "O.K. Let's look at another miscue."
480   For QQ = 1 to 750: Next QQ
500   REM  Questioning Procedure Begins Here
540   GOSUB 7640
560   Print "What was the observed response (O.R.)?"
580   Print:Print
600   Input R$(I)
620   GOSUB 7640
640   Print "What was the expected response (E.R.)?"
660   Print:Print
680   Input S$(I)
700   GOSUB 7640
720   Print "Then the O.R./E.R. Relationship was:"
740   Print R$(I)"/"S$(I)
760   For MM = 1 to 250: Next MM
780   Print:Print
800   Print "Is this correct? (Y/N)"
820   Print:Print
840   Input L$: If L$ = "N" then 540
850   If L$ (    ) "Y" then 700
860   GOSUB 7640
880   Print "Does the miscue mean the same as"
900   Print "What is in the passage?"
920   HTAB 18: Print "(Y/N)"
940   Print:Print
960   Input D$(I)
980   If D$(I) = "Y" then A = A + 1
990   If D$(I) = "Y" then 1500
995   If D$(I)< >"N" then 860
```

```
1000  GOSUB 7640
1020  Print "Does the miscue make sense? (Y/N)"
1040  Print:Print
1060  Input A$(I)
1080  If A$(I) = "Y" then B = B + 1: GOTO 1500
1090  If A$(I) (   ) "N" then 1000
1100  GOSUB 7640
1120  Print "Does the miscue fit the passage? (Y/N)"
1140  Print:Print
1160  Input B$(I)
1180  If B$(I) = "Y" then C = C + 1: GOTO 1500
1190  If B$(I) (   ) "N" then 1100
1200  GOSUB 7640
1220  Print "Does it sound like language? (Y/N)"
1240  Print:Print
1260  Input C$(I)
1280  If C$(I) = "Y" then D = D + 1: GOTO 1500
1290  If C$(I) (   ) "N" then 1200
1300  GOSUB 7640
1320  Print "Does the miscue look like what is in the passage?
      (Y/N)"
1340  Print:Print
1360  Input E$(I)
1380  If E$(I) = "Y" then E = E + 1: GOTO 1500
1390  If E$(I) <   > "N" then 1300
1400  GOSUB 7640
1420  Print "Does the miscue sound like what is in"
1440  Print "The passage? (Y/N)"
1460  Print: Print: Input F$(I)
1470  If F$(I) = "Y" then F = F + 1
1490  If F$(I) <   > "Y" and F$(I) <   > "N" then 1400
1500  GOSUB 7640
1520  Print "Did the reader self-correct? (Y/N)"
1540  Print:Print
1550  Input G$(I)
1570  If G$(I) <   > "Y" and G$(I) <   > "N" then 1500
1580  GOSUB 7640
1600  Print "Should the reader hve self-corrected?"
1620  HTAB 18: Print "(Y/N)"
1640  Print:Print
1650  Input H$(I)
1670  If H$(I) <   > "N" and H$(I) <   > "Y" then 1580
1680  GOSUB 7640
1700  Print "Why do you think the reader made"
1720  Print "The miscue?"
1760  Input P$(I)
2020  GOSUB 7640
2180  If int (I / 10) = I / 10 and I < 100 then 2240
2200  If I = 100 then 8240
2220  GOTO 440
2230  GOSUB 7640
2240  Print "You have now analyzed ";I;" miscues."
2260  For WP = 1 to 750: next up
2280  U = I - 9
```

```
2300  REM *** Printout routine begins here***
2320  REM
2340  GOSUB 7640
2360  HTAB 11:  Print "Is the printer on?": Print:Print
2380  Print "When the printer is ready, press the"
2400  HTAB 12: Print "space bar"
2420  GOSUB 7180
2440  GOSUB 7380
2450  Print "Analysis of the oral reading of";LZ$
2460  For J = U to I
2480  Print "Miscue #      ";J
2500  Print "observed response (O.R.):   ";R$(J)
2520  Print "expected response (E.R>):   ";S$(J)
2540  Print "O.R./E.R. Relationship:   ";R$(J)"/"S$(J)
2560  Print "mean the same?"  ";D$(J)
2580  Print "make sense?  ";A$(J)
2600  Print "Does it fit the passage?   ";B$(J)
2620  Print "Does it sound like language?  ";C$(J)
2640  Print "Does it look like what is in the passage?  ";E$(J)
2660  Print "Does it sound like what's in passage?  ";F$(J)
2680  Print "Did the reader self-correct?  ";G$(J)
2700  Print "Should the reader have self-corrected?  ";H$(J)
2720  Print "I (or we) think the reader miscued because ";P$(J)
2760  Print : Print: Print
2770  Next J
2800  GOSUB 7520
2900  GOSUB 7640
2920  Print "Would you like to examine more miscues?"
2940  HTAB 18: Print "(Y/N)"
2960  Print: Print
2980  Input I$
3000  If I$ = "Y" then 440
3015  If I$ <   > "N" and I$ <   > "Y" then 2900
3720  GOSUB 7640
3860  Print: Print
3900  RF = INT (((A + B + C + D) / I) * 100)
3920  Print RF;"% of the reader's miscues either"
3940  Print "Meant the same as in the original, fit"
3960  Print "The passage, made sense or sounded like"
3970  Print "Language!"
3975  GOSUB 7180
3980  GOSUB 7640
3990  GOSUB 7380
4000  Print RF;"% of this reader's miscues either"
4020  Print "Meant the same as the original, fit the passage,
      made sense or sounded"
4040  Print "Like language."
4060  GOSUB 7520
4100  GOSUB 7640
4120  LB = INT (((E + F) / I) * 100)
4140  Print LB;"% of this reader's miscues had"
4160  Print "or sound similarity to what was in the"
4180  Print "passage without maintaining meaning or"
4200  Print "the reader's sense of language."
```

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4210  GOSUB 7180
4220  GOSUB 7380
4240  Print LB;"% of this reader's miscues had graphic or sound"
4260  Print "Similarity to what was in the passage without"
4280  Print "Maintaining meaning or the reader's sense of
      language"
4300  GOSUB 7520
4340  GOSUB 7640
4350  Print "How would you rate this reader's skill"
4360  Print "At reading for meaning"
4370  Print "And applying knowledge of language?"
4380  Print: Print
4390  HTAB 3: Print "very strong, strong, good"
4400  HTAB 12: Print "In need of help"
4410  Print: Print
4420  Input XX$
4425  If XX$ <   > "Very strong" and XX$ <   > "Strong" and XX$<
      > "Good" and XX$ <   > "In need of help" then 4340
4430  GOSUB 7380
4440  Print "I (We) rated this reader as ";XX$
4460  Print "At reading for meaning and applying knowledge of
      language while reading."
4480  GOSUB 7520
4520  GOSUB 7640
4580  Print "To finish this activity, type your"
4600  Print "Endings to the following"
4620  Print "Sentences:"
4640  For AJ = 1 to 800: Next AJ
4660  GOSUB 7640
4680  Print "From this program I learned that..."
4700  Input OO$
4720  GOSUB 7380
4740  Print "From this program I learned that ";OO$
4760  GOSUB 7520
4780  GOSUB 7640
4800  Print "I was surprised to discover that..."
4820  Input SS$
4840  GOSUB 7380
4860  Print "I was surprised to discover that  ";SS$
4880  GOSUB 7520
4900  GOSUB 7640
4920  Print "I am learning that reading is..."
4940  Input QQ$
4960  GOSUB 7380
4980  Print "I am learning that reading is ";QQ$
5000  GOSUB 7520
5020  GOSUB 7640
5040  Print "This program is..."
5060  Input EE$
5080  GOSUB 7380
5100  Print "This program is ";EE$
5120  GOSUB 7520
5140  GOSUB 7640
5160  Print "I wish I could better understand..."
```

```
5180  Input GG$
5200  GOSUB 7380
5220  Print "I wish I could better understand  ";GG$
5240  GOSUB 7520
5260  GOSUB 7640
5280  Print "I am glad to understand that..."
5300  Input II$
5320  GOSUB 7380
5340  Print "I am glad to understand that  ";II$
5360  GOSUB 7520
5380  GOSUB 7640
5400  HTAB 8: Print "Are you working on this"
5420  HTAB 7: Print "Program as a group? (Y/N)"
5440  Print: Print
5460  Input IK$
5480  If IK$ = "Y" then GOTO 7740
5500  GOSUB 7640
5520  Print "My name is..."
5540  Input NN$
5560  GOSUB 7380
5580  Print "my name is ";NN$
5600  GOSUB 7520
5620  GOSUB 7640
5640  Print "I completed this activity on...(Date)"
5645  Print
5650  HTAB 11: Print "Use MM/DD/YY Format"
5660  HTAB 14: Input MM$
5680  GOSUB 7380
5700  Print "I completed this activity on  ";MM$
5720  GOSUB 7520
5740  GOSUB 7640
5750  VTAB 11
5760  Print "That completes your work with this"
5780  Print "Program for today."
5800  For PL = 1 to 5000: Next PL
5900  GOSUB 7640
5920  End
5940  GOSUB 7640
7180  REM Space bar prompt routine
7200  VTAB 24: HTAB 1
7220  HTAB 5: Print "Press the ";
7240  Inverse
7260  Print "Space bar";
7280  Normal
7300  Print "To continue";
7320  Get V$
7330  If V$ <   > " " then 7320
7340  VTAB 24: HTAB 1
7360  Return
7380  REM ***Printer start-up routine begins here***
7400  REM
7420  Print CHR$ (13); CHR$ (4); "PR#1
7440  Print CHR$ (9); "80N"
7460  Home
```

```
7480  Return
7500  REM ***End of printer start-up routine***
7520  REM ????????Begin printer shut-off routine????????
7530  Print CHR$ (4); "PR#0"
7540  Print CHR$ (9); "I"
7560  Home
7580  Return
7600  REM ????????End of Shut-off routine????????
7640  REM $$$$$$$$Routine for clearing screen and lining
      print$$$$$$$$
7660  Home
7680  VTAB 4
7700  Return
7720  REM ??????End of clearing and lining routine??????
7740  REM @@@@@ Routine for groups @@@@@
7780  GOSUB 7640
7800  Print "Our names are..."
7820  Input TL$
7840  Input RX$
7860  Input ST$
7870  If ST$ = "" then 7920
7880  Input KL$
7890  If KL$ = "" then 7920
7900  Input JW$
7910  Pring: Print
7920  GOSUB 7380
7930  Print:Print
7940  Print "Our names are ";TL$;" and"
7960  HTAB 14: Print RX$;" and"
7980  HTAB 14: Print ST$;" and"
7990  If ST$ = "" then 8040
8000  HTAB 14: Print KL$;" and"
8010  If KL$ = "" then 8040
8020  HTAB 14: Print JW$;"."
8040  GOSUB 7520
8080  GOSUB 7640
8100  Print "We completed this assignment on...(Date)"
8110  HTAB 10: Print "Use MM/DD/YY format"
8120  HTAB 13: Input AX$
8140  GOSUB 7380
8160  Print "We completed this assignment on ";AX$
8180  GOSUB 7520
8200  GOTO 5740
8220  REM Conclusion of routine for groups
8240  REM ////// Subroutine for 100 miscues analyzed //////
8260  GOSUB 7640
8280  Print "you have now examined 100 miscues."
8300  Print "That is the largest number of miscues"
8320  Print "That this program can handle in a"
8340  Print "single use."
8440  GOSUB 7180
8460  GOSUB 7640
8480  GOTO 2360: REM  ///// End of subroutine for 100
      miscues///////
```

```
11000  REM $$$$$ Breakdown of scores $$$$$$$
11020  Print "Meant the same as the original? ";A;"/";I
11030  Print "Made sense? ";B;"/";I
11040  Print "Fit the passage? ";C;"/";I
11050  Print "Sound like language? ";D;"/";I
11060  Print "Look like what was in the passage? ";E;"/";I
11070  Print "Sound like what was in the passage? ";F;"/";I
11080  Print "Fractions equal number of "yes" responses over
       total number of responses"
11090  GOSUB 7500
12000  Return
12100  REM $$$$$$ End of breakdown of scores $$$$$$$
```

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